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ABSTRACT

This curriculum guide supplements the Alabama "Health Education Course of Study," which offers a comprehensive planned sequential curriculum for grades K-12. The largest section of the guide consists of classroom activities which are tied to specific student outcomes. A list of materials needed to carry out the activities is provided. The activities are organized into units, each of which begins with "notes to the teacher" that identify topics covered in the unit and convey information important for carrying out the activities. A list of "outcomes" summarizes the requirements from the Alabama "Health Education Course of Study" and provides guidance for additional activities which may need to be written. The final section contains teaching materials which are referenced in the activities and are essential to implementing the activities. The topics covered are: approaching adolescent changes (body systems, body changes, health habits, diet and weight); overcoming hazards (environmental dangers and drugs); and enhancing my life (decision making, health practices, interpersonal relations, and health care consumerism). (JD)

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INTRODUCTION

The Health Curriculum Guides consist of ten documents, one for each grade K-8 and one for the required high school course (one-half unit). The purpose of these curriculum guides is to help classroom teachers implement the Health Education Course of Study (Bulletin 1988, No. 25).

The Health Curriculum Guides are supplemental in nature; activities do not cover topics in an exhaustive manner. Consequently, teachers can most effectively use the guides by choosing activities that supplement a locally-planned health program and locally-chosen textbooks. When the curriculum guides are used in this manner, activities may be used in an order that matches the locally-developed health scope and sequence.

The Health Curriculum Guides may also serve as a basic program for Local Education Agencies (LEAs) in the absence of a locally-developed health curriculum. Although topics are not covered in a comprehensive manner, the curriculum guides do provide instructional activities for all topics named in the Health Education Course of Study, and the activities have been arranged in a logical sequence from the first to the last page. It is hoped that the Health Curriculum Guides will serve as a springboard for local curriculum activities in health, which include at least the following:

- developing a local health curriculum K-12,
- acquiring needed resource materials, and
- writing additional activities in areas of greatest need.

The Health Curriculum Guides are divided into sections. Each guide begins with a TABLE OF CONTENTS that lists topics to be taught, provides descriptive labels for each activity, and specifies page number(s) on which the activity may be found. The TABLE OF CONTENTS enables teachers to identify easily those activities that supplement topics covered in locally-designed programs. The second and largest section of the guide consists of classroom ACTIVITIES. All activities are tied to specifically-identified student outcomes and a list of materials needed to carry out the activities is provided.

Activities are organized into Units identified by Roman numerals in the Table of Contents. Each Unit begins with NOTES TO THE TEACHER that identify topics covered in the Unit and convey information important for carrying out the activities.

A third section of the guide contains a list of all OUTCOMES for the grade level and any APPENDICES. The OUTCOMES summarize requirements from the Health Education Course of Study and provide guidance for those LEAs in which additional activities need to be written.

The fourth section of each guide is called the TEACHING MATERIALS SECTION. This section contains materials which are referenced in the activities and are essential to implementing the activities. Many of the teaching materials are handouts or diagrams that will need to be made into transparencies or duplicated for students. Consequently, the materials in the fourth section are printed on one side only to facilitate copying.

ACKNOWLEDGMENTS

When the State Board of Education passed a resolution on November 12, 1987, requiring AIDS instruction to become part of comprehensive health education by the 1988-89 school year, it was clear that some priorities in the Department of Education would change.

Responsibility for implementing the resolution was assigned to the Division of Student Instructional Services and personnel were instructed to do what was required to meet the timelines. Writing the Health Curriculum Guides was the prerequisite activity for complying with the State Board mandate, and the timelines dictated that the sixteen-month period usually designated for such a project be compressed into four months.

The timelines could not have been met without the following major contributions:

1. Our partners in Local Education Agencies (LEAs) and Institutions of Higher Education (IHEs) volunteered human resources to help accomplish the task.
2. Most personnel in the Division of Student Instructional Services put their assigned duties aside, learned to do new tasks, and worked exclusively on the Health Curriculum Guides for several months, including evenings, weekends, and holidays.
3. Other personnel in the Division of Student Instructional Services made necessary adjustments and sacrifices to assume responsibility for programs and assignments of their co-workers while continuing to perform their usual duties.

Approximately 150 educators have contributed directly to the Health Curriculum Guides. We express our appreciation for draft writing done by selected personnel in the following LEAs:

Birmingham City Schools
Cullman City Schools
Huntsville City Schools
Jefferson County Schools
Vestavia Hills City Schools

The following IHEs assisted us by providing current or retired health educators who served as readers or whose students in the areas of curriculum and health wrote health-related activities:

University of Montevallo
Troy State University - Dothan
Troy State University - Montgomery
University of Alabama

A debt of gratitude is owed personnel in the Alabama Department of Public Health for their role in verifying the technical accuracy of the Health Curriculum Guides.

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HEALTH - 5

APPROACHING ADOLESCENT CHANGES

NOTES TO THE TEACHER

With the rapid physical, intellectual, emotional, and social changes that occur during the approach of adolescence, fifth graders are becoming quite conscious of self and of their responsibilities in the family, with friends, and in society. At this age, most students begin to gain a sense of pride and satisfaction because of their increasing maturity. Conscious of their new capabilities and their growing maturity, they begin to value their accomplishments and to view themselves as viable, contributing members of society.

The activities in this unit emphasize total health development, which includes the physical, intellectual, emotional, and social health of the student. Activities cover four topics:

1. Body Systems
2. Body Changes
3. Health Habits
4. Diet and Weight

Dramatic body changes cause increased concern with self-image. Teachers should continue to be sensitive to the needs and feelings of students in teaching the activities presented in this unit.

HEALTH - 5
APPROACHING ADOLESCENT CHANGES

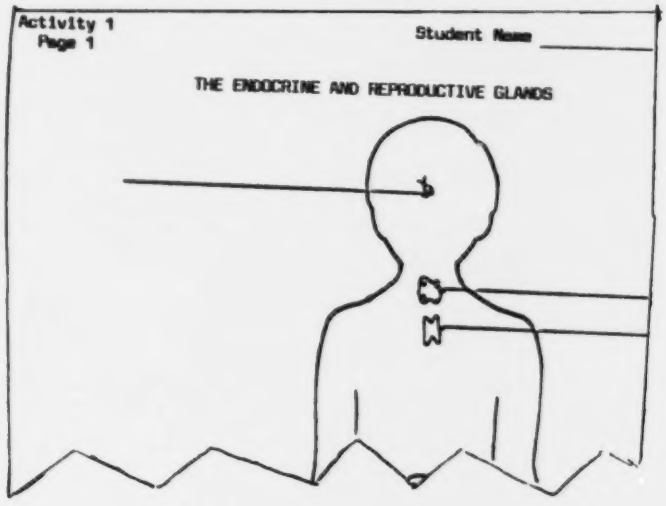
TOPIC: BODY SYSTEMS

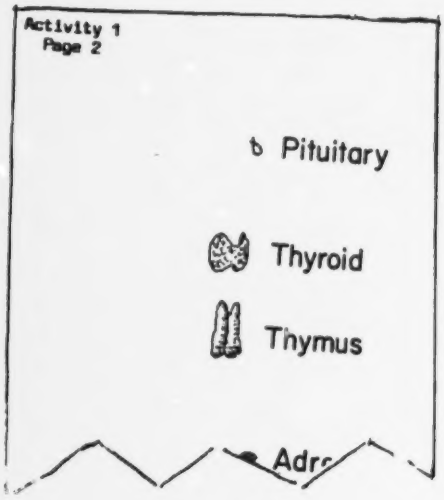
OUTCOMES: 1. Describe the endocrine and reproductive systems of the body, and explain their interrelationship.

2. Describe the typical changes associated with adolescence and identify the needs that result from these changes.

ACTIVITY 1 - OUTCOMES 1 and 2

Materials:
- Scissors
- Glue
- "The Endocrine and Reproductive Glands" handout (Teaching Materials Section, pp. 70-71)
- "The Endocrine and Reproductive Glands" key (Teaching Materials Section, p. 72)
- Science or health textbook

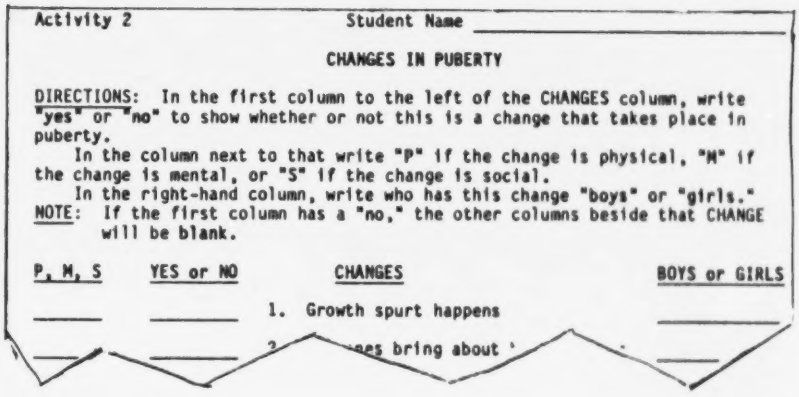




Distribute pages one and two of "The Endocrine and Reproductive Glands" handout. Have students cut out the pictures of the glands on page two of the handout. (Use the teacher key to guide students through this activity step by step.) Ask students to glue the pictures of the glands in the proper locations on page one of the handout. Then have students label each gland under the proper heading (see handout). In order to help students with this project, use a science or health textbook to find accurate descriptions of these glands and their functions as students cut, paste, and label.

ACTIVITY 2 - OUTCOMES 1 and 2

Materials:
- "Physical Changes of Puberty" (Teaching Materials Section, p. 73)
- "Changes in Puberty" handout (Teaching Materials Section, p. 74)
- "Changes in Puberty" key (Teaching Materials Section, p. 75)



Activity 2 Student Name _____

CHANGES IN PUBERTY

DIRECTIONS: In the first column to the left of the CHANGES column, write "yes" or "no" to show whether or not this is a change that takes place in puberty.

In the column next to that write "P" if the change is physical, "M" if the change is mental, or "S" if the change is social.

In the right-hand column, write who has this change "boys" or "girls."

NOTE: If the first column has a "no," the other columns beside that CHANGE will be blank.

P, M, S	YES or NO	CHANGES	BOYS or GIRLS
_____	_____	1. Growth spurt happens	_____
_____	_____	2. ...ges bring about ...	_____

NOTE: Teachers may elect to separate the class by sex for this activity because the terms menstruation and nocturnal emissions are included.

"Physical Changes of Puberty" in the Teaching Materials Section provides background information for the teacher. The source of information used in this activity is the Michigan Model for Comprehensive School Health Education, Grade 5.

Discuss with the class the many changes that take place during early adolescence. Define the word "puberty" and have students volunteer any changes they are aware of in themselves.

Distribute the "Changes in Puberty" handout, review the information on the handout, give additional information as needed, and explain how to complete the sheet. (Use the teacher key to guide students through this activity step by step.) Define terms on the handout if necessary. Be sure students understand these are typical changes that take place, but individual development differs because people mature at different rates.

HEALTH - 5
APPROACHING ADOLESCENT CHANGES

TOPIC: BODY CHANGES

OUTCOMES: 2. Describe the typical changes associated with adolescence and identify the needs that result from these changes.

43. Evaluate specific procedures suggested for coping with changes (physical, mental, and social) that occur during adolescence.

ACTIVITY 3 - OUTCOMES 2 and 43

Materials:
- Chalkboard
- Bulletin board paper
- Markers
- Pictures of boys' and girls' faces at different ages

Use pictures of children at different ages to show how people change as they mature. List on the chalkboard features of the face that change as a person matures. A sample list of facial features might include the following:

1. hairline,
2. face size,
3. complexion,
4. teeth, and
5. overall facial appearance.

Then select four pictures of boys and four pictures of girls, all at different ages. Arrange the pictures of boys and girls (separately) from youngest to oldest. Use the list of facial features to note and discuss any changes in facial appearance from each picture to the next.

Ask the students to look at the list of facial features and to describe ways in which they have changed.

ACTIVITY 4 - OUTCOMES 2 and 43

Materials: • Chalkboard

Have the students list ten things they like about themselves. Allow approximately 15 minutes for this part of the activity. Ask volunteers to share things from their lists. Discuss how difficult it is for people to think of things they like about themselves. Ask students if they had trouble thinking of ten items. Ask them if it would take as long to think of ten things they do not like about themselves.

Ask students to identify some results of changes (physical, mental, and social) associated with adolescence. Ask class members to describe some ways they have discovered to cope with these changes and list them on the chalkboard. Ask students which coping strategies on the chalkboard are most desirable, giving reasons for their choices.

On the chalkboard, use a three-column format such as the one below to record the students' ideas about changes that result from adolesence and coping strategies that can be used.

Changes	Results	Coping Strategies
Growth spurt	Clumsiness	Exercise and practice
Resistance to authority	Verbal Challenges	Responsible decisions
Excess production of body oils	Acne	Cleanliness
New interests	Variations in social groups	Friendliness

HEALTH - 5
APPROACHING ADOLESCENT CHANGES

TOPIC: HEALTH HABITS

OUTCOME: 15. **Demonstrate specific ways in which personal health habits affect one's overall appearance and welfare.**

ACTIVITY 5 - OUTCOME 15

Materials:
- Scissors
- Glue
- Magazines

Give each student one or two magazines and have them cut out pictures of items used to depict the following categories:

1. Items for a healthy skin
2. Items for a clean appearance
3. Items for a healthy mouth
4. Items for healthy hair
5. Items for a clean room
6. Items for a healthy body

Discuss as a group the various pictures that have been cut out and the reasons for selecting each.

Give each student a sheet of paper. Have students select only two of their items. Ask them to paste one item on each side of a page and to write how that item could help their appearance, welfare, or both.

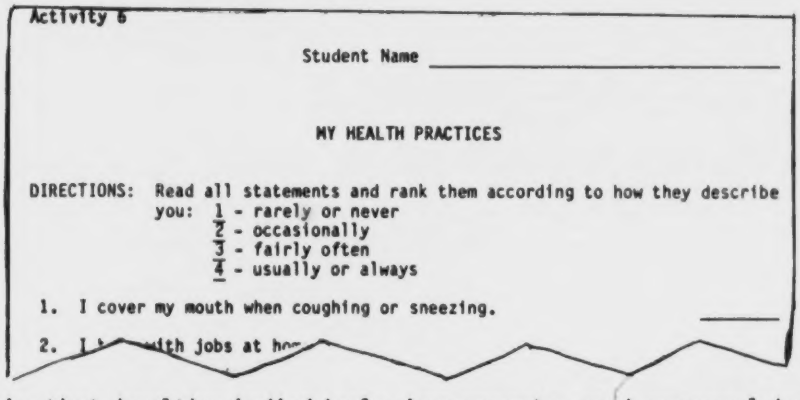
HEALTH - 5
APPROACHING ADOLESCENT CHANGES

TOPIC: HEALTH HABITS

OUTCOME: 3. Explain that healthy individuals incorporate personal health habits into the mental, physical, and social aspects of their lives.

ACTIVITY 6 - OUTCOME 3

Materials: • "My Health Practices" handout (Teaching Materials Section, p. 76)



Activity 6

Student Name _____

MY HEALTH PRACTICES

DIRECTIONS: Read all statements and rank them according to how they describe you:
1 - rarely or never
2 - occasionally
3 - fairly often
4 - usually or always

1. I cover my mouth when coughing or sneezing. _____

2. I [illegible] with jobs at ho[illegible]

Explain that healthy individuals incorporate good personal health habits into the mental, physical, and social aspects of their lives. Many of them develop and follow a plan to maintain and/or improve their health status. In this activity, students will assess their own health by completing an inventory of their present personal health practices.

Distribute the "My Health Practices" handout. Tell students that they will assess their own health and to be honest in answering the statements.

After students have completed the handout, have them:

1. discuss the healthiest practice for each item, and

2. evaluate their own responses in light of the identified health responses.

Make certain these important concepts are included in the discussion: how a healthy body works, risks to health, a positive attitude toward health, and awareness of certain health practices. Have students give examples of how each of these important concepts influences what a person does or does not do in relation to health practices.

HEALTH - 5
APPROACHING ADOLESCENT CHANGES

TOPIC: DIET AND WEIGHT

OUTCOMES 17. Understand what comprises a well-balanced diet; know what is meant by proper caloric intake; discuss disadvantages of selecting high caloric snack foods; and use this information in formulating a balanced diet.

36. Incorporate the selection of proper nutritional caloric intake into a personal diet.

ACTIVITY 7 - OUTCOMES 17 and 36

Materials: • Calorie counter book

Explain to the class the following terms:

1. Well-balanced diet -- one that contains a proper amount of different foods with the required nutrients.

2. Nutrients -- elements in food that the body needs in order to be healthy. The six main types of nutrients are: carbohydrates, fats, proteins, vitamins, minerals, and water.

Describe how a well-balanced diet contains the four basic food groups.

1. Milk group--three servings each day (a serving size is one cup of milk or one slice of cheese)

2. Meat group--two servings each day (a serving is two eggs, or four tablespoons of peanut butter, or one hamburger patty)

3. Fruit and vegetable group--four servings each day (a serving is one apple, or one orange, or 1/2 cup of green peas)

4. Bread and cereal group--four servings each day (a serving is one slice of bread or a bowl of cereal).

Have students use a calorie counter book to plan a balanced daily diet for someone whose daily caloric intake should be 2500 calories. Emphasize that personal caloric intake requirements are based on height and weight calculations, age, bone structure, and metabolism. Have students list selections of foods to meet this caloric requirement.

ACTIVITY 8 - OUTCOMES 17 and 36

Materials:
- Beverage carton for every student
- Contact paper
- 3" X 5" index cards
- Magazines
- Newspapers
- Scissors
- Glue
- Calorie counter book
- Vegetables or dried fruits in a variety of colors, shapes, and textures
- Chalkboard

Have students cover six-bottle beverage cartons with contact paper. Ask them to label the six sections of the cartons: breakfast, lunch, dinner, healthy snacks, junk snacks, and food card storage. On each 3" X 5" index card students may glue a picture of a kind of food, using pictures found in magazines and newspapers or drawn by students.

Tell students to place the cards in the section that relates to when the foods would most likely be eaten. They may use a calorie chart to figure out how many calories a normal serving of each food contains. Have students calculate which type of food contains the largest number of calories. Ask students how many of the junk snacks they have eaten lately.

The following part of this activity involves an entertaining or humorous approach to change students' attitudes about eating vegetables willingly and regularly. Give students the opportunity to create a zoo, woodland inhabitants, orchestral instruments, or flowers out of vegetables. Aim for a variety of colors, shapes, and textures in the collection of vegetables by including onions, beets, potatoes, turnips, rutabagas, radishes, carrots, celery, peas, string or lima beans, tomatoes, and parsley. The use of dried or fresh fruits is permissible, but the main purpose of this activity is to "soft sell" students on eating vegetables. As students cut and shape the vegetable, encourage them to taste some fragments.

Help students understand why vegetables are nutritious. Point out that foods other than vegetables contain needed nutrients, but in this activity only vegetables are used. Help the students list the advantages of eating vegetables (examples: weight control, nutritional intake, low caloric intake, digestion and elimination). Ask students to name their favorite vegetable. Write the list on the chalkboard.

ACTIVITY 8 (Cont'd) - OUTCOMES 17 and 36

After completing the list, ask students the following questions:

1. Why do people need foods that contain vitamins and minerals in their diets?

2. Which vitamins are in most vegetables? (Relate specific vegetables and vitamins and what the particular vitamin does to improve a person's health. Develop the same relationship for minerals.) Which of these food elements make carrots and spinach so important in our diets?

3. Why do adults often get concerned about counting calories?

4. How does the number of calories in vegetables compare with the number of calories in other foods?

Answering these questions can be part of the table conversation while students transform vegetables into exotic or true-to-life creatures. If students are too deep in creative concentration, the questions and discussion can be used as a follow-up activity.

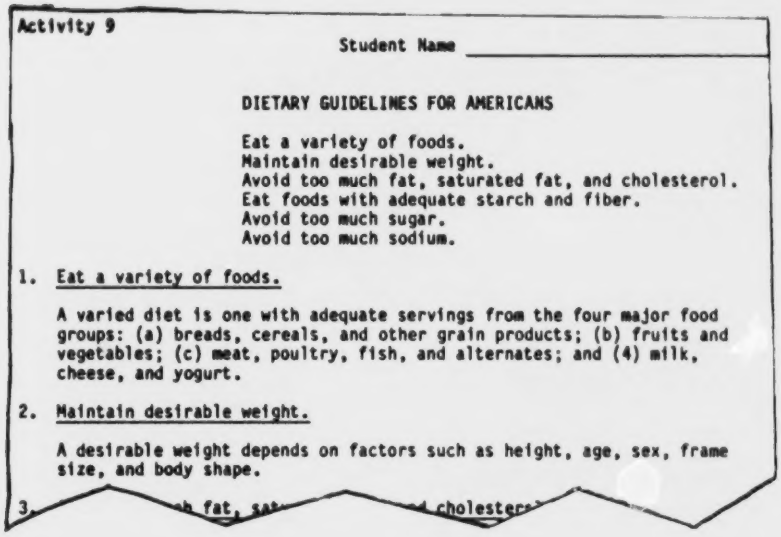
HEALTH - 5
APPROACHING ADOLESCENT CHANGES

TOPIC: DIET AND WEIGHT

OUTCOME: 5. Review nutrients and their role in personal health, and discuss the advantages and disadvantages of food supplements as sources of nutrients.

ACTIVITY 9 - OUTCOME 5

Materials:
- "Dietary Guidelines - Teacher Resource" sheet (Teaching Materials Section, pp. 77-78)
- "Dietary Guidelines for Americans" handout (Teaching Materials Section, p. 79)
- Large magazine photo of healthy youngsters



Activity 9

Student Name _____

DIETARY GUIDELINES FOR AMERICANS

Eat a variety of foods.
Maintain desirable weight.
Avoid too much fat, saturated fat, and cholesterol.
Eat foods with adequate starch and fiber.
Avoid too much sugar.
Avoid too much sodium.

1. Eat a variety of foods.

A varied diet is one with adequate servings from the four major food groups: (a) breads, cereals, and other grain products; (b) fruits and vegetables; (c) meat, poultry, fish, and alternates; and (4) milk, cheese, and yogurt.

2. Maintain desirable weight.

A desirable weight depends on factors such as height, age, sex, frame size, and body shape.

3.

Hold up a large photo of healthy youngsters and ask students two questions.

1. What words would you use to describe these youngsters? (examples: healthy, energetic, and good appearance).

2. Why do you think they look so healthy? (example: a balanced diet).

ACTIVITY 9 (Cont'd) - OUTCOME 5

Make certain the students understand the importance of a proper diet. Use the information on the "Dietary Guidelines - Teacher Resource" sheet to be sure the students have the pertinent facts and are able to discuss the key points covered in the guidelines. After presenting the information to students, distribute the "Dietary Guidelines for Americans" handout. Explain that these guidelines summarize the key points from the information just shared with students and are recommendations to help Americans maintain and improve their health. Clarify terms students may not understand.

Ask students to take turns reading the dietary guidelines aloud. After any questions have been answered and discussed, collect the handouts.

Divide the class into committees of five students each. Next, have each group write a "press release" announcing the dietary guidelines. Tell students to pretend the conference to develop these recommendations has just ended and the "Dietary Guidelines for Americans" have been prepared. Now the message must be distributed to the public, perhaps through the local paper or in an announcement in a teen health magazine."

After the writing exercise, redistribute the handout "Dietary Guidelines for Americans", and have the students check how many of the printed guidelines they were able to recall and include in their news stories and press releases.

Encourage students to take the guidelines handout home and discuss the information with their parents. Also suggest that students examine the ingredients list on food products to see how many products contain sugar, sodium, saturated fat, starch, or fiber.

Information drawn from Dietary Guidelines and Your Diet: Home Economics Teacher's Guide (Washington, D.C.: U. S. Department of Agriculture, 1988).

HEALTH - 5
APPROACHING ADOLESCENT CHANGES

TOPIC: DIET AND WEIGHT

OUTCOME: 6. Describe the harmful physical, social, and psychological effects of being obese/underweight; determine personal caloric intake requirements; and discuss the impact of caloric content of specific foods as it relates to weight control.

ACTIVITY 10 - OUTCOME 6

Materials: • Dictionary

Many students, especially girls in the middle and upper grades, are overly concerned with weight and may avoid certain foods to prevent weight gain. Have students use the dictionary to look up words that relate to diet and/or weight (examples: obesity, metabolism, calorie) and read aloud the definitions. Discuss the meaning of each term and how it relates to weight control.

Obesity is a difficult subject for many people to discuss. Talk about obesity as a medical problem and discuss some of the things that contribute to body size, such as heredity, metabolism, overeating, and lack of exercise. Also, emphasize that being excessively underweight presents as many health risks as being obese. Attention should focus on the intake of a proper balanced diet.

ACTIVITY 11 - OUTCOME 6

Materials:
- Newspaper and magazine advertisements for weight-loss products
- Calorie counter book

Pass the advertisements around the room and ask students to answer the following questions:

1. Why are weight-loss products and programs advertised? (examples: better health, economics).

2. What are the social, physical, and psychological effects of being too thin? (examples: poor self-esteem, less protection for body organs).

3. What are the social, physical, and psychological effects of being too fat? (examples: poor self-esteem, strain on the heart).

4. What are ways to lose weight or to gain weight without spending extra money? (examples: controlling caloric intake, getting daily physical exercise).

Ask students to make a list of their ten favorite foods and use the calorie counter booklet to determine the caloric content of each. Discuss the relationship of caloric content of specific foods to weight control.

HEALTH - 5
APPROACHING ADOLESCENT CHANGES

TOPIC: DIET AND WEIGHT

OUTCOME: 31. **Contrast time-tested health practices with fads (fad diets and exercise fads) and relate specific health problems that could result.**

ACTIVITY 12 - OUTCOME 31

Materials: • Copies of various fad diets
(examples: grapefruit, water, high protein)
• Chalkboard

Explain that proper exercise and diet will not only help control weight, but also may prevent heart disease and high blood pressure in adults. Starvation diets and "fads" in eating and exercise can have dangerous effects. Define a "fad" as the latest fashion rather than the most sensible thing. Ask students if it is healthy to undertake a diet in which a person eats only one food, such as bananas or lettuce? Talk about why such diets may be unhealthy and why exercise fads may be harmful (examples: insufficient nutrients are provided to maintain health, muscles are damaged when exercise is taken to the extreme). Emphasize moderation and time-tested health practices in terms of diet, exercise, and other lifestyle factors. (Define "time-tested" as proved effective over a long period of time.) Examine the various diets, both good and bad. Then, discuss with the class the strengths and weaknesses of each diet. "Time-proven," sensible exercise would be exercise that meets the following:

. begins in moderate amounts,
. increases gradually until the desired level of fitness is reached,
. includes some "warm-up" activity if the body is going to engage in rigorous exercise, and
. includes some "cool-down" activity if the exercise has been vigorous.

Stress the importance of learning good lifelong eating and exercise habits.

Ask students to identify other specific health problems that could result from fad diets and exercise programs. List their ideas on the chalkboard.

HEALTH - 5

OVERCOMING HAZARDS

NOTES TO THE TEACHER

Today, young people are faced with dangers and health problems that can abruptly interrupt their lives. At the fifth-grade level, students begin to express a greater concern for personal safety and the safety of others. A significant step toward becoming a responsible person is the awareness of potential hazards and the knowledge of how to avoid them.

Activities in the "Overcoming Hazards" Unit cover two topics:

1. Environmental Dangers
2. Drugs

Effective preparation for teaching this unit includes careful study of the activities and the collection of the materials suggested for the activities.

TOPIC: ENVIRONMENTAL DANGERS

OUTCOME: 14. **Describe the hazards of impure water and discuss factors involved in its purification.**

ACTIVITY 13 - OUTCOME 14

Materials:
- Chalkboard
- Plastic containers
- Labels
- Microscope
- Slides
- Iodine
- Chlorine
- Pan of water
- Hot plate or Bunsen burner

Have the class brainstorm ideas regarding the hazards of impure water (examples: unsuitable for human consumption, harmful microorganisms, and pollutants harmful to health). List ideas on the chalkboard.

Have students bring plastic containers with samples of water collected from their neighborhoods. Have students label the source of each sample on the container. Discuss whether or not each sample is suitable for human consumption. Point out that water may look pure and yet not be pure. Ask students to determine whether the following criteria are suitable for judging the purity of water: clearness, color, absence of particles, etc. Supervised by the teacher, students may use selected water samples to conduct experiments. Iodine, chlorine, and boiling can be used to purify samples in these experiments. Examine the results of each test under a microscope. Chart differences when various amounts of iodine, chlorine, and boiling time are applied to each water sample.

Reinforce this activity by having students visit a local water treatment plant to acquire knowledge of the water purification process. If a field trip is not possible, invite a representative of a local water treatment plant to address the class on the operation of the water treatment plant or invite a science teacher to explain the water purification process to the class.

HEALTH - 5
OVERCOMING HAZARDS

TOPIC: ENVIRONMENTAL DANGERS

OUTCOMES: 33. Discuss steps to be taken in cases of drinking and/or swallowing poisonous materials.

34. Discuss causes, prevention, and treatment for various injuries.

ACTIVITY 14 - OUTCOMES 33 and 34

Materials:
- Chalkboard
- Stapler and staples
- First-aid kit
- Bandages
- Splints

Example of First-Aid Booklet Sheet

Type of injury:
Treatment:
Causes of injury:
Prevention:

NOTE: Obtain a first-aid manual (from the American Red Cross or health department) to serve as a reference for this activity.

Have students participate in a discussion of causes and prevention of the following injuries: (1) swallowing of poisonous materials, (2) burns, (3) bruises, (4) sprains, and (5) broken bones. Write them on the chalkboard. Next, demonstrate appropriate treatment for the five injuries. (Use first-aid kit when appropriate.) After the teacher demonstrates treatment procedures for each injury, have students practice the procedures. Repeat treatment procedures to ensure comprehension. Have students make individual first-aid booklets to take home. Give each student paper to staple together to form a booklet. Use the first-aid manual to select one injury and complete a sample page for the first-aid booklet on the chalkboard. Discuss the example with students. At the conclusion of the discussion, have students complete pages in their first-aid booklets. Encourage students to draw illustrations of first-aid techniques whenever possible.

HEALTH - 5
OVERCOMING HAZARDS

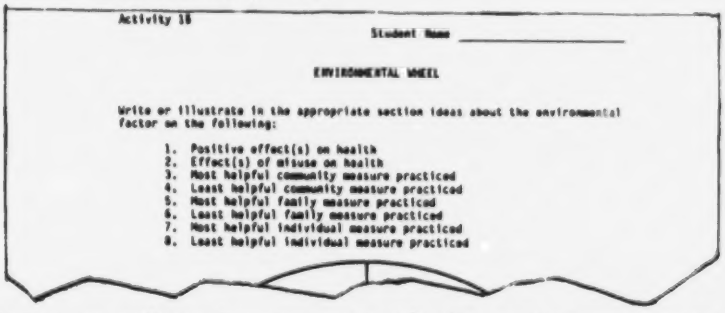
TOPIC: ENVIRONMENTAL DANGERS

OUTCOMES: 4. Explain how aspects of our environment affect our health.

32. Analyze environmental and aesthetic factors that affect individual and community health and discuss individual's and communities' responsibilities in maintaining community health.

ACTIVITY 15 - OUTCOMES 4 and 32

Materials:
- Chalkboard or chart paper
- "Environmental Wheel" handout (Teaching Materials Section, p. 80)



Activity 15

Student Name _____

ENVIRONMENTAL WHEEL

Write or illustrate in the appropriate section ideas about the environmental factor on the following:

1. Positive effect(s) on health
2. Effect(s) of misuse on health
3. Most helpful community measure practiced
4. Least helpful community measure practiced
5. Most helpful family measure practiced
6. Least helpful family measure practiced
7. Most helpful individual measure practiced
8. Least helpful individual measure practiced

Ask students to relate how aspects of the environment can affect health in a positive manner or in a negative manner. Have them also consider how a community, family, or other individuals can either help or hinder a person's good health practices. List their responses on the chalkboard or chart paper.

Assign each student an aspect of the environment. Environmental factors to be used include air, water, soil, habitat, and people. Distribute an "Environmental Wheel" handout to each student. Ask students to write in the smaller circle the environmental aspect assigned. Ask students to write or illustrate in the appropriate section their ideas about the environmental factor on the following:

1. Positive effect(s) on health
2. Effect(s) of misuse on health
3. Most helpful community measure practiced
4. Least helpful community measure practiced
5. Most helpful family measure practiced
6. Least helpful family measure practiced
7. Most helpful individual measure practiced
8. Least helpful individual measure practiced

EXAMPLE OF COMPLETED WHEEL FOR TEACHER

Let students present their completed wheels to the class.

HEALTH - 5
OVERCOMING HAZARDS

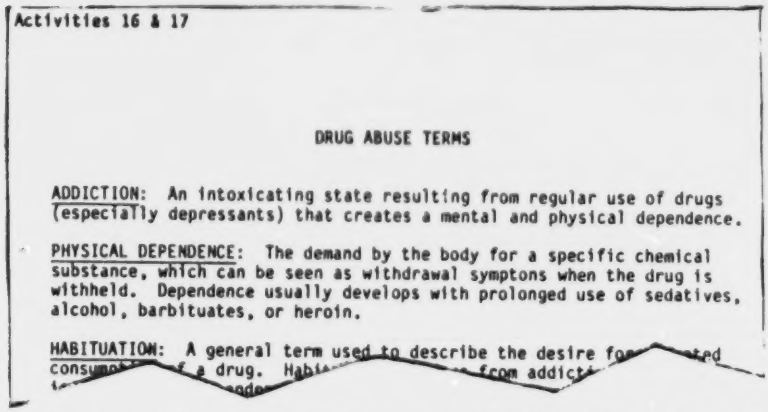
TOPIC: DRUGS

OUTCOMES: 11. Differentiate among habituation, addiction, and dependency and discuss their effects on human behavior in relation to drug abuse.

28. Identify factors leading to drug abuse.

ACTIVITY 16 - OUTCOMES 11 and 28

Materials:
- Chalkboard
- Dictionary
- Poster board
- Newspaper and magazine advertisements
- Scissors and glue
- "Drug Abuse Terms" (Teaching Materials Section, p. 81)



Activities 16 & 17

DRUG ABUSE TERMS

ADDICTION: An intoxicating state resulting from regular use of drugs (especially depressants) that creates a mental and physical dependence.

PHYSICAL DEPENDENCE: The demand by the body for a specific chemical substance, which can be seen as withdrawal symptons when the drug is withheld. Dependence usually develops with prolonged use of sedatives, alcohol, barbituates, or heroin.

HABITUATION: A general term used to describe the desire for [illegible] consumption of a drug. Habit[illegible] from addict[illegible]

Write on the board three terms associated with drug abuse: "habituation", "addiction," and "dependency." As each word is pronounced, ask students if they know what each term means. Have at least one class member look up the word in a dictionary and read the definition. (Definitions are provided for the teacher's benefit, see "Drug Abuse Terms.") Ask students the following questions:

1. How are these words alike? (all relate to drug abuse).

2. How are these words different? (habituation and addiction are levels of dependence).

3. Ask students to give examples of two types of dependency.

habituation--The first thing Mr. Jones does each morning is light a cigarette.

addiction--Sarah steals money from her parents to buy drugs because it makes her sick to be without them.

4. Can you name some drugs? (examples: marijuana, heroin, tobacco, alcohol).

Explain to the class that many drugs are used to help people, but drugs must be used responsibly (examples: drugs are used to kill pain associated with critical illnesses or operations, to treat severe headaches, to stimulate the breathing of premature babies, and to keep a tooth from hurting when the dentist drills away decay). Drugs affect the central nervous system. They can be used to stimulate the nervous system or to desensitize it. Stress the point that it is not the substance that causes the problem of drug abuse, but that it is the irresponsible use of that substance.

Ask the class to think of reasons why a person might begin taking drugs when that person is not under the care of a physician or a dentist. Explain that people do not intend to become dependent on drugs, but they develop psychological and then physical dependence. They depend on something outside of themselves to make them feel better inside. On the chalkboard, write the following factors that may lead to drug abuse:

Peer Pressure Easy Availability of Substances Advertising

Explain that these are some reasons why people might begin using drugs. Give examples of each heading (Peer Pressure--Mary wants to be part of the group, and she is afraid they will not like her if she does not act as they do. Availability--Mike encourages the other boys in the neighborhood to try drugs. Advertising--The ads suggest that using alcohol means you are grown-up and sophisticated.). Ask students to suggest other examples for each of these categories. Have the class discuss the validity of each suggestion.

Divide the class into small groups. Distribute the newspapers, magazines, scissors, and glue. Ask the class to use these materials to develop collages that illustrate factors leading to drug abuse. Let the group share their posters with the class. When all groups have finished, ask the class how someone can avoid drug abuse? Suggest that students consider the three "do-bees," which are: do be knowledgeable about drugs, do believe in yourself, and do be responsible. Remind students that the only responsible action is to avoid illegal drugs completely. Select students to make three posters, one poster showing the three vocabulary words, one listing three reasons why people begin using drugs, and one suggesting the three things to do to avoid all illegal drug use. Display these posters in the room and refer to them from time to time as reinforcement.

HEALTH - 5
OVERCOMING HAZARDS

TOPIC: DRUGS

OUTCOME: 12. Give examples of drugs that are classified as stimulants, depressants, and hallucinogens.

ACTIVITY 17 - OUTCOME 12

Materials:
- Chalkboard
- "Drug Chart" handout (Teaching Materials Section, p. 82)
- "Drug Chart" key (Teaching Materials Section, pp. 83-84)
- "Drug Abuse Terms" (Teaching Materials Section, p 81)
- Resource materials

Review the three terms: "addiction," "habituation," and "dependency." Remind students that these three states or conditions are caused by misuse of drugs. Explain that when drugs are used properly at the direction of a responsible adult, they can help us, but when misused, they present many hazards. Distribute the "Drug Chart" handout and explain that the words in the first column are three classifications of drugs: stimulants, depressants, and hallucinogens. These three words indicate the manner in which the drug acts on a person's central nervous system. Classify the following terms: amphetamines, caffeine, tobacco "stimulants;" morphine, heroin, codeine, alcohol, barbiturates "depressants;" and LSD, mescaline, psilocybin, marijuana "hallucinogens." Have students record these terms under the DRUG NAME heading. (Use the "Drug Abuse Terms" in the Teaching Materials Section for explanations.) Ask students to use resource materials to find information to complete the last column on the handout. Draw the chart on the board. After students have worked for thirty minutes, ask them to contribute the information they have found for the teacher to write on the board. (Use the "Drug Chart" key in the Teaching Materials Section if the students need additional information.)

Next, have students put away their Drug Charts and test their ability to associate the drug names with the three categories by using the following exercise.

Divide the class into three teams to play a game. The teams will be named the "Downers" (depressants), the "Uppers" (stimulants), and the "Crazies" (hallucinogens). The purpose of the game is to classify drugs within the three categories. Call out the name of a drug. Tell the students to stand if the drug fits their team name. Students remain seated if the drug or drug product does not fit their team name.

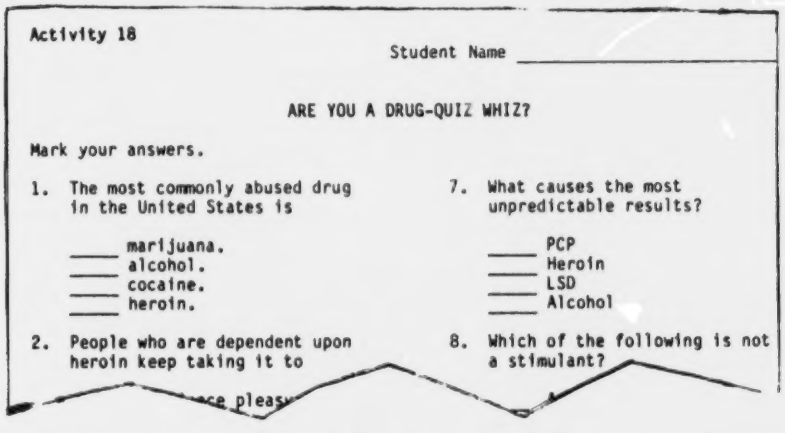
HEALTH - 5
OVERCOMING HAZARDS

TOPIC: DRUGS

OUTCOME: 13. Identify and discuss harmful physical, legal, personal, social, and economic consequences associated with the abuse of drugs.

ACTIVITY 18 - OUTCOME 13

Materials:
- "Are You a Drug-Quiz Whiz?" handout (Teaching Materials Section, pp. 85-86)
- "Answers to Drug Quiz" (Teaching Materials Section, pp. 87-89)



Activity 18

Student Name _____

ARE YOU A DRUG-QUIZ WHIZ?

Mark your answers.

1. The most commonly abused drug in the United States is

____ marijuana.
____ alcohol.
____ cocaine.
____ heroin.

2. People who are dependent upon heroin keep taking it to

ce pleas

7. What causes the most unpredictable results?

____ PCP
____ Heroin
____ LSD
____ Alcohol

8. Which of the following is not a stimulant?

Note: Vocabulary in this activity may be difficult for the average fifth-grade student.

Distribute "Are You a Drug-Quiz Whiz?". Explain that the twenty questions are to test the students' previous knowledge about drugs and drug abuse. For this reason, it is not the number of correct answers that is important, but that students' awareness of facts about drug abuse be increased. Students may even correct their own papers as answers are discussed. Emphasize how important it is for students to think about the impact that drugs can have on their lives. Discuss the harmful physical, legal, personal, social, and economic consequences associated with the abuse of drugs. Use the "Answers to Drug Quiz" for basic information needed during class instruction and to correct the quiz. To learn more, students can write to:

National Clearinghouse for Drug Abuse Information
P. O. Box 416, Dept. DQ
Kensington, MD 20795

HEALTH - 5
OVERCOMING HAZARDS

TOPIC: DRUGS

OUTCOMES: 28. Identify factors leading to drug abuse.

29. Analyze the impact of drug sales on the individual consumer and/or the economy of the country.

ACTIVITY 19 - OUTCOMES 28 and 29

Materials:
- Chalkboard
- Magazine and newspaper advertisements
- Videotapes of television drug commercials
- One video recorder/player with blank tape
- One video camera

Remind the class that advertisements have been identified as one factor that encourages people to use drugs. Emphasize that no one intends to abuse drugs but only to try them or to use them in moderation. Ask the class why drug use frequently becomes drug abuse (examples: some people's bodies are more easily affected and they quickly become "hooked" on drugs, more of the drug is required to achieve the same feeling, and they develop a habit of using the drug). Have students examine some ads and commercials to determine why they might attract users (example: wealthy, sophisticated people are shown drinking alcohol). After each ad or commercial, discuss the following questions:

1. What approach is used in each ad to cause a consumer to want these products? Name as many approaches as possible (examples: everyone does it, a popular person endorses it, it makes a person more masculine or feminine).

2. When you watched the commercials or examined the ads, what made you want the products? (Give clues, such as feelings stirred by the use of emotion-laden words, background music, and attractive scenes.) Was there a commercial or ad that caused you not to want the product? Why?

Present the following hypothetical situation and ask students to figure how much money John Q. Public would spend on drugs in a month; in a year.

John Q. Public is a moderate drug user. He smokes one pack of cigarettes each day. A pack costs $1.50. He drinks two cans of beer each day. Each can of beer costs $.60. At this level of use, how much does his drug use cost in a month?...in a year? Use 30 days as a month.

(30 packs, 60 cans = $81.00 a month; a year = $972.00)

ACTIVITY 19 (Cont'd) - OUTCOMES 28 and 29

Evidence shows that most people increase the amount of drugs they use over a period of time. Ask the class to figure how much John would spend if he doubled the amount of cigarettes and beer he uses. Contrast that amount ($972.00 + $972.00 = $1944.00) with the amount spent to educate one child in Alabama ($2,610.00 in 1987).

Write on the chalkboard the following information from the Statistical Abstract of the United States, 1987.

Retail Trade, Total	1977 Sales (Million Dollars)	1982 Sales (Million Dollars)
Alcoholic Drinks	9,998	14,965
Packaged Alcoholic Beverages	16,164	25,633
Tobacco	8,475	14,664

Use the figures on the board and ask students to compare the amount of money spent on each category in 1977 and 1982. Examine the increase in each category. Let students discuss how these figures suggest the impact of legal drug use on the country's economy. Point out that the information on the chart only presents 1977 and 1982 statistics. These figures will probably increase yearly.

Following the discussion, divide the class into groups of four students each. Have each group plan an original television commercial to sell people on the idea of not trying drugs. Work with students to decide which topic (drug use or drug abuse) each group will use and which approach it will take. Ask students to write the script and to decide upon all actions and props needed for their commercials. If one is available, use a video camera to record each group's commercial. Then, play back the tape and ask the entire class to evaluate each commercial by using the same questions asked about the prepared commercial advertisements.

HEALTH - 5
OVERCOMING HAZARDS

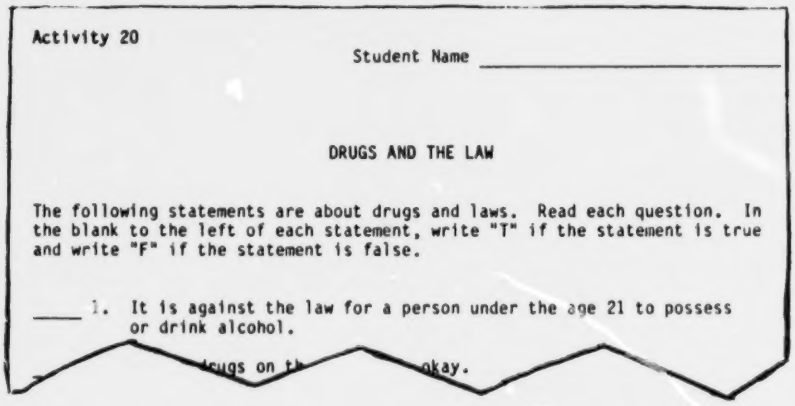
TOPIC: DRUGS

OUTCOMES: 22. Understand that laws and rules to govern behavior are necessary for the common good.

42. Demonstrate behaviors that indicate a willingness to abide by the law and to behave in an acceptable manner.

ACTIVITY 20 - OUTCOMES 22 and 42

Materials:
- "Drugs and the Law" handout (Teaching Materials Section, p. 90)
- "Answer Key for Drugs and the Law" (Teaching Materials Section, p. 91)
- Resource materials



Activity 20

Student Name _____

DRUGS AND THE LAW

The following statements are about drugs and laws. Read each question. In the blank to the left of each statement, write "T" if the statement is true and write "F" if the statement is false.

____ 1. It is against the law for a person under the age 21 to possess or drink alcohol.

_ drugs on th okay.

NOTE: This activity involves a literal interpretation of the Criminal Code from the Alabama Attorney General's Office. Penalties for offenses are made evident in the handout.

Begin this activity by asking students to explain the purpose of rules and laws (establish expected or required behavior). Have the class suggest examples of rules and laws. Ask them what happens in a ball game when one person fails to follow the rules. What should happen to someone who breaks a rule? Explain that just as the rules for a baseball game differ from those for a football game, laws also differ. Give an example of legal driving speed (65 miles per hour on an interstate, 55 miles per hour on a state highway, and 35 miles per hour in town). Compare these variations with laws related to drug purchase, possession, and use. Explain that one town may allow beer and wine to be sold, but not distilled liquor such as whiskey, while another town may not allow any alcoholic beverages to be sold. Ask the class the following questions:

ACTIVITY 20 (Cont'd) - OUTCOMES 22 and 42

1. Who makes these laws? (Voters or representatives elected by the people)

2. Does this mean the law is the opinion of the majority? (Yes)

3. Does this mean that laws are for the good of the majority or for the common good? (Yes)

4. What is responsible behavior when a person disagrees with a law? (Lobby for a change)

5. What is irresponsible behavior? (Breaking the law)

Explain that being a law-abiding citizen means knowing and following laws and that laws are made to benefit and protect the public.

Give each student a copy of "Drugs and the Law." Have students place a T or F in each blank as the sentences are read aloud. Discuss the correct answers by using the answer key.

Be certain students have an opportunity to correct their papers. Encourage them to take the test home and discuss it with others in their house.

Extend this activity by inviting a state law officer to address the class on Alabama drug laws. Topics to be covered by the officer might include the following:

1. specific laws related to cigarettes, alcohol, and illegal drugs,

2. laws related to youthful offenders,

3. penalties associated with disobeying specific laws, and

4. the benefits of obeying drug laws.

HEALTH - 5
OVERCOMING HAZARDS

TOPIC: DRUGS

OUTCOMES: 13. Identify and discuss harmful physical, legal, personal, social, and economic consequences associated with the abuse of drugs.

44. Analyze the social and economic ramifications for people who abuse drugs.

ACTIVITY 21 - OUTCOMES 13 and 44

Materials:
- Resource materials
- Life-sized paper figure
- Labels for various drugs
- Masking tape

Prepare a paper figure by having one student lie down on a piece of butcher paper and a second student draw the person's outline. Then cut out the body shape. The paper figure will represent an accused person in a mock trial.

Ask students if they have watched any television programs that involve courts or lawyers. After a brief discussion of what happens in those programs, focus the discussion on "evidence" (the information on which a judge or jury decides guilt or innocence). Divide the class into small groups and explain the mock court activity. Each group will pretend to be a team of lawyers (district attorneys) preparing a case against one type of drug. They will gather evidence about the harmful effects and consequences of drugs (examples: alcohol causes absenteeism from jobs; caffeine raises blood pressure; alcohol causes more automobile accidents than any other cause; nicotine causes lung cancer). Allow each group to select a drug and be certain there are no duplications. Each group will select one person to present the evidence. Have labels for each drug being tried and tape them to the paper figure during the time the evidence is being presented. Have each lawyer introduce the evidence by stating, "The court charges you (name of the drug), a member of the (depressant, stimulant, hallucinogen) family with ...."

After all evidence has been presented, ask the class whether or not the drugs are guilty of causing harmful effects and consequences. Ask if it is the substances that are guilty or the people who use the drug in an irresponsible manner (the people).

HEALTH - 5

ENHANCING MY LIFE

NOTES TO THE TEACHER

Students in the fifth grade are beginning to assume and accept greater responsibility for enhancing their lives. They need to understand who they are and who they are becoming. Increased awareness of their surroundings and the consequences for their decisions play an integral part in the enhancement process. Activities in this unit, "Enhancing My Life," cover four topics:

1. Decision Making
2. Health Practices
3. Interpersonal Relations
4. Health Care Consumerism

The unit will assist students in maintaining as healthy an environment as possible by highlighting how certain factors such as disease can be controlled. Students are encouraged to accept responsibility for controlling or preventing these factors and for being wise consumers.

HEALTH - 5
ENHANCING MY LIFE

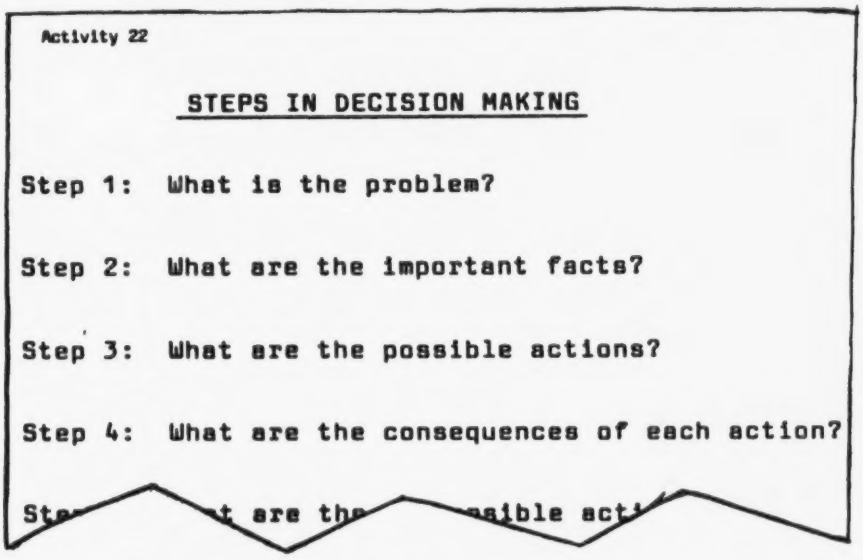
TOPIC: DECISION MAKING

OUTCOMES: 38. Relate ways in which stress affects decision-making capabilities and discuss the potential consequences of decisions made under stress.

39. Demonstrate the ability to utilize a decision-making strategy in specific situations.

ACTIVITY 22 - OUTCOMES 38 and 39

Materials:
- "Steps in Decision Making" transparency (Teaching Materials Section, p. 92)
- Overhead projector


Activity 22
STEPS IN DECISION MAKING
Step 1: What is the problem?
Step 2: What are the important facts?
Step 3: What are the possible actions?
Step 4: What are the consequences of each action?

Define the word "decision" as the act of reaching a conclusion or making up one's mind and "responsible" as being lawful and not hurting one's self or others.

Discuss with students the fact that people who make responsible decisions often use a step-by-step plan in reaching their decisions. Display on the overhead projector the "Steps in Decision Making" transparency.

ACTIVITY 22 (Cont'd) - OUTCOMES 33 and 39

STEPS IN DECISION MAKING

Step 1: What is the problem?

Step 2: What are the important facts?

Step 3: What are the possible actions?

Step 4: What are the consequences of each action?

Step 5: What are the responsible actions?

Use the following situation to demonstrate the steps:

Linda and her best friend, Judy, have a fight on the way to school. Both students are extremely angry when they enter Mrs. Rowell's fifth-grade classroom. When going to reading groups, the girls do not even speak to each other. Their anger continues to simmer beneath the surface. At recess other students begin to make fun of Judy because she is taller and heavier than most of her classmates. Linda is upset that other students are teasing her best friend, even though she is still mad with Judy. What should Linda do?

Step 1: What is the problem?
Students are teasing Judy about being bigger than most of them.

Step 2: What are the important facts?
The girls are best friends.
They are still angry with one another over a disagreement on the way to school.

Step 3: What are the possible actions?
A. Linda can walk away, ignoring the situation because she is still mad.
B. Linda can "take up" for Judy, telling their classmates to quit teasing her.
C. Linda can tell the teacher what is happening.
D. Linda can sympathize with Judy and talk to her later.
E. Linda can join her classmates in making fun of Judy.

ACTIVITY 22 (Cont'd) - OUTCOMES 38 and 39

Step 4: What are the consequences of each action?

Idea A: The students continue to tease Judy, and Linda has mixed emotions. Linda feels sympathy for Judy because they are best friends. At the same time, because she is still mad, Linda feels Judy is getting what she deserves.

Idea B: The students may stop teasing Judy.
The students may continue to tease Judy.
The students may begin to tease Linda too.

Idea C: The teacher may stop the students from teasing Judy.
The students may call Linda a tattletale.

Idea D: The teasing is not stopped immediately.
Judy may feel even more anger at Linda for not taking up for her.
The girls can "patch up" their differences and continue to be best friends recognizing that everyone is different in some way.

Idea E: Judy may call Linda an ugly name.
The girls may not be friends anymore.

Step 5: What are the responsible actions?
Although Linda is angry with Judy, she should take up for her. If the teasing does not stop, Linda should tell the teacher. The girls should also talk to each other later to "patch up" their differences.

Discuss with the class why these are responsible actions in Step 5 and how the following behaviors can influence decision making:

1. Acting in anger
2. Acting without thinking
3. Acting in sympathy

Have students use the decision-making steps to analyze typical fifth-grade problem situations such as:

1. cheating,
2. name calling,
3. emergencies,
4. fears, and
5. other situations suggested by students.

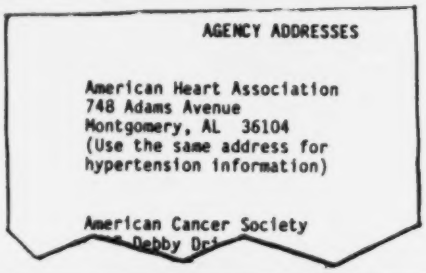
HEALTH - 5
ENHANCING MY LIFE

TOPIC: HEALTH PRACTICES

OUTCOME: 8. Describe the symptoms and the common effects of chronic, infectious, and degenerative diseases; and discuss methods for their prevention and/or control.

ACTIVITY 23 - OUTCOME 8

Materials:
- "Agency Addresses" handout (Teaching Materials Section, p. 93)
- Chart (suggested format below)


AGENCY ADDRESSES

American Heart Association
748 Adams Avenue
Montgomery, AL 36104
(Use the same address for hypertension information)

American Cancer Society
[illegible] Debby Dr[illegible]

DISEASES	SYMPTOMS	EFFECTS	PREVENTION/CONTROL
CANCER			
MUSCULAR DYSTROPHY			
HEART PROBLEMS			
HYPERTENSION			
EPILEPSY			

ACTIVITY 23 (Cont'd) - OUTCOME 8

Prepare a chart similar to the example.

Ask one-third of the class to use the dictionary to look up the word "chronic," one-third of the class to look up the word "noninfectious," and one-third of the class to look up the word "degenerative." Assign one student in each group to lead a discussion on the meaning of their word. Discuss how the five diseases listed on the chart relate to "chronic," "noninfectious," and "degenerative." Encourage students to recall people they know or have known with these diseases.

Divide the class into five groups. Assign each group one of the five diseases as a topic. If possible, give students a choice. Explain to the class that each group will research the assigned topic and then make a presentation to the class.

List the agency addresses on the chalkboard or give the handout to all students. Have each group write a letter to the appropriate agency for information on their assigned disease. A cover letter on school stationary should accompany students' requests. While waiting for the material requested from agencies, have students collect information about the disease from newspapers, magazines, and television.

While doing research, students are to look for symptoms, effects, prevention, and/or controls which are to be listed on the chart by one student from each group. Once the chart is complete, use it as the basis for a class discussion.

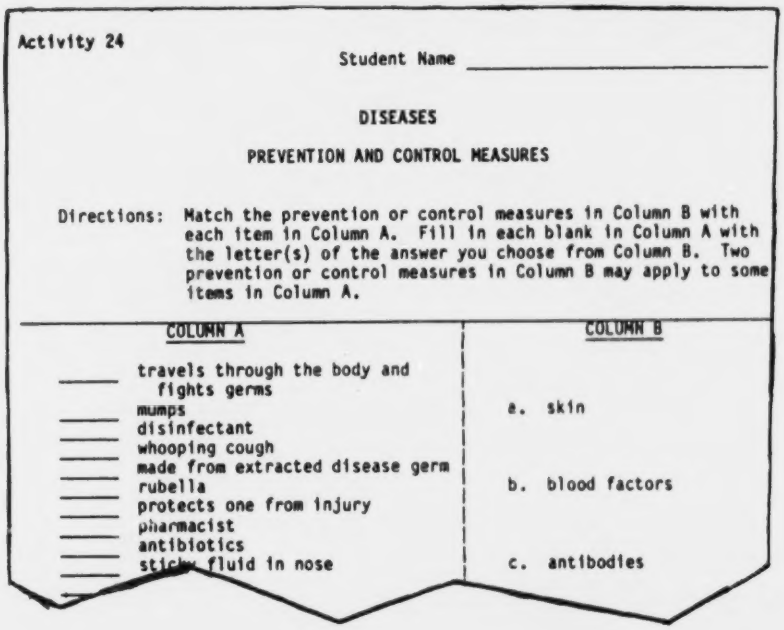
HEALTH - 5
ENHANCING MY LIFE

TOPIC: HEALTH PRACTICES

OUTCOME: 7. Discuss factors that prevent and/or control diseases.

ACTIVITY 24 - OUTCOME 7

Materials:
- "DISEASES - Prevention and Control Measures" handout (Teaching Materials Section, p. 94)
- "DISEASES - Prevention and Control Measures" teacher answer key (Teaching Materials Section, p. 95)



Activity 24

Student Name _____

DISEASES

PREVENTION AND CONTROL MEASURES

Directions: Match the prevention or control measures in Column B with each item in Column A. Fill in each blank in Column A with the letter(s) of the answer you choose from Column B. Two prevention or control measures in Column B may apply to some items in Column A.

COLUMN A	COLUMN B
_____ travels through the body and fights germs	
_____ mumps	a. skin
_____ disinfectant	
_____ whooping cough	
_____ made from extracted disease germ	
_____ rubella	b. blood factors
_____ protects one from injury	
_____ pharmacist	
_____ antibiotics	
_____ sticky fluid in nose	c. antibodies
_____	

This is a culminating activity which should be used after completing a study of diseases, including defense mechanisms and the prevention and control of diseases. Distribute the handout, "DISEASES - Prevention and Control Measures." Make sure students understand the vocabulary that is used. After students have completed the handout, have them exchange and check papers as the class discusses and reviews the handout.

HEALTH - 5
ENHANCING MY LIFE

TOPIC: HEALTH PRACTICES

OUTCOMES: 27. Enumerate procedures for preventing the spread of the AIDS virus through injuries involving the potential exchange of blood.

30. Define AIDS as a condition that reduces the body's ability to fight disease; explain that AIDS is not transmitted by air, water, or food.

ACTIVITY 25 - OUTCOME 27 and 30

Materials:
- Poster board
- Markers
- Magazines

Define "AIDS" as a condition that reduces the body's ability to fight disease. Assure students that AIDS is not transmitted by air, water, or food.

Explain that "safe" activities include playing with friends, eating in cafeterias, using drinking fountains, and sharing classroom facilities. Explain that "unsafe" activities include exchanging blood in "blood brother pacts" and sharing tatoo needles or razors because blood can be exchanged. In addition, discuss ways health professionals guard against contracting AIDS when they attend to injuries that result in bleeding, such as using disinfectants and wearing gloves.

Ask students to make posters that illustrate safe and unsafe activities with respect to the spread of AIDS. When the posters are finished, let students discuss their work.

HEALTH - 5
ENHANCING MY LIFE

TOPIC: HEALTH PRACTICES

OUTCOME: 9. Categorize everyday activities as being "safe" or "unsafe" with respect to the spread of the AIDS virus.

ACTIVITY 26 - OUTCOME 9

Materials: • Chalkboard

Define AIDS as a condition that reduces the body's ability to fight disease. Through discussion, review with the class what is meant by "safe" and "unsafe" activities with regard to the spread of the AIDS virus. Explain to the class that "safe" activities are those in which there is NO exchange of blood or other body fluids infected with the AIDS virus. "Unsafe" activities are those where there may be an exchange of blood or other body fluids infected with the AIDS virus. Ask the class to pretend that a family member has contracted the AIDS virus through a blood transfusion that was given prior to the screening procedures that are now used. Have them mention activities involving the infected family member. List on the chalkboard all the activities identified by the students under columns "SAFE" or "UNSAFE." The following list contains examples of activities that may be suggested by students.

SAFE	UNSAFE
. shaking hands	. entering into pacts as "blood brothers"
. hugging	. cleaning up after injuries that involve blood
. touching	. sharing needles to pierce ears
. crying	. designing "tattoos" on the body with shared needles
. kissing on the cheek	
. coughing	
. swimming in a pool	
. sneezing	
. drinking from a water fountain	
. eating in restaurants	
. dancing	
. riding a bus	
. talking on a telephone	
. touching a doorknob	
. using toilets	
. borrowing money	
. using a friend's hairbrush	
. receiving blood from uninfected persons	
. shopping	
. visiting a person with AIDS	

HEALTH - 5
ENHANCING MY LIFE

TOPIC: HEALTH PRACTICES

OUTCOME: 10. Discuss reasons why AIDS is incurable in the late 1980s.

ACTIVITY 27 - OUTCOME 10

Materials: • Chalkboard

Explain to the class that doctors and researchers have developed vaccines to keep people from contracting some diseases, and they have discovered cures for many diseases. However, there are still diseases for which no cure or vaccine yet exists. Help students consider the advances made by the medical community in preventing, curing, and controlling diseases by giving the following illustrations:

1. Vaccines are available for diptheria, tetanus, polio, measles, whooping cough, etc.

2. Methods of controlling lifelong diseases have been developed for diabetes, asthma, hemophilia, epilepsy, etc.

3. Cures are now available for formerly life-threatening diseases, such as hepatitis, pneumonia, rabies, malaria, etc.

4. Improved treatments have been found for some diseases, although much work remains to be done. Cancer is a good example of this type of disease. It is a complex disease because of the many forms of cancer. Doctors have had more success in arresting (controlling the growth of) colon cancer than they have with other forms.

5. Next, point out the diseases for which there are presently no cures, such as cerebral palsy, multiple sclerosis, muscular dystrophy, and AIDS.

Guide the discussion to the topic of AIDS. Emphasize that at the present time there is neither a cure for the disease nor a vaccine to prevent infection with the AIDS virus. Discuss with students the following reasons that relate to the fact that AIDS is incurable in the late 1980s.

ACTIVITY 27 (Cont'd) - OUTCOME 10

1. The AIDS virus is complex because it has many forms.

2. There has not been adequate research.

3. It has only been a short period of time since the disease was identified (1981).

The more that doctors and scientists learn about AIDS and study new drugs and treatments, the greater the chance is of discovering a cure for AIDS. At the present time, however, there is no cure for AIDS.

HEALTH - 5
ENHANCING MY LIFE

TOPIC: HEALTH PRACTICES

OUTCOME: 20. Know different types of dentists (example: orthodontist, endodontist, pedodontist, and oral surgeon); know the basic type of dental work performed by each specialist; and discuss benefits of receiving care from a dental specialist.

ACTIVITY 28 - OUTCOME 20

Discuss with the class the following types of dentists: orthodontist, endodontist, pedodontist, and oral surgeon.

orthodontist--a dentist who usually corrects the position of teeth with braces

endodontist--a dentist who deals with diseases of the tooth pulp and performs root canal surgery

pedodontist--a dentist who works only on children's teeth

oral surgeon--a dentist who performs surgery on the teeth and the jaw

Point out the type of dental work performed by each. Have one or two students interview their own dentists. Interview questions might consist of the following:

1. What type(s) of dentistry do you perform?
2. What procedure do you most often perform?
3. What result of improper care do you most often see?
4. What preventive measures would be most effective for your patients?
5. When should patients come to you?

Have students bring interview responses to class and discuss with their classmates.

HEALTH - 5
ENHANCING MY LIFE

TOPIC: HEALTH PRACTICES

OUTCOMES: 18. Generate guidelines for toothbrush selection and reasons for periodically selecting new ones.

19. Discuss reasons for using certain dental terms correctly when conversing with others.

ACTIVITY 29 - OUTCOMES 18 and 19

Materials: • Dictionaries

Invite a local dentist to explain to the class certain dental terms and preventive procedures, including the use and selection of the toothbrush. Ask the dentist to bring dental models and charts of the mouth. If a dentist is not available, invite another resource person, such as a dental hygienist, county health department nurse, or science teacher.

In preparation for the resource person's visit, explain to the students that the guest speaker will discuss facts about the teeth, gums, and mouth; their proper care; possible dental problems; and diseases of the mouth. The resource person may define dental terms and explain what each dental procedure or dental problem may involve. To understand the discussion, students need to define and to discuss the following terms before the resource person's visit.

Have students look up the terms in a dictionary and then volunteer to share the meaning with the class. Be sure the students' definitions fit within the same framework as these:

1. malocclusion--faulty closure of teeth
2. pyorrhea--swelling of the gum and tooth sockets leading to loss of teeth
3. bridge--a replacement for one or more (but not all) of the natural teeth
4. dental cavities--a pitted part of the tooth that needs to be filled
5. abscess--an inflamed pocket of pus in the mouth

ACTIVITY 29 (Cont'd) - OUTCOMES 18 and 19

6. cap--an artificial tooth covering which fits over the stub of a natural tooth

7. gingivitis--inflammation and tenderness of the gums

8. root canal--a pus-filled cavity in the root of a tooth

9. filling--material used to fill a cavity

Following the speaker's presentation, allow students to ask questions related to dental terminology and dental care.

HEALTH - 5
ENHANCING MY LIFE

TOPIC: INTERPERSONAL RELATIONS

OUTCOME: 40. **Evaluate ways of expressing emotions; determine whether they are acceptable or unacceptable; and demonstrate appropriate ways of sharing feelings with others.**

ACTIVITY 30 - OUTCOME 40

Materials:
- Scissors
- Magazine pictures
- Glue
- Blank audio cassette tape
- Audio cassette tape recorder
- Lists of emotions

Divide the class into two groups. Have one group make a collage reflecting emotions and the other group make an audiotape of students expressing emotions. As each group presents its project, ask the class to identify the emotions that are expressed. Ask students what caused them to recognize the emotion. Lead students to see that there are both verbal and nonverbal ways of expressing emotion (examples: words, facial expressions, body movements, and tone of voice). Have students demonstrate emotions such as fear, sorrow, excitement, and worry by using words, facial expressions, body movements, or voice tones.

Give each student a list of emotions. Include a variety of words in the list, such as: calm, puzzled, sad, helpless, relieved, confused, sorry, embarrassed, worried, lonely, ashamed, excited, joyful, jealous, irritable, surprised, happy, upset, shy, concerned, fearful, and thrilled.

Present each of the situations listed below, and have each student identify three to five acceptable and unacceptable emotional responses for each situation.

1. Mary finds her two-year-old brother sitting next to an open kitchen cabinet with several open bottles of cleaning materials.

2. Harry and Mike decide to ride their bikes to the river. It is a hot day, and they have nothing to drink. Harry says he is going to get a drink of water from the river.

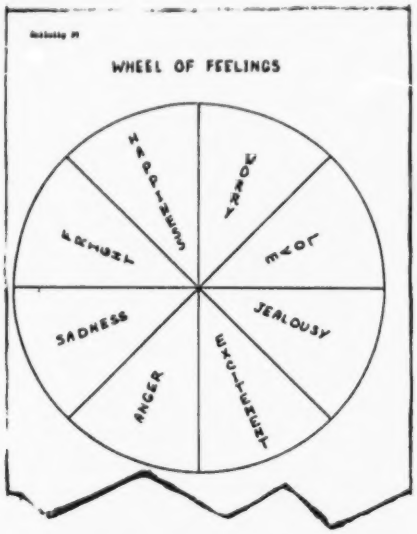
3. Bill and Tom are cooking a pizza. When Tom takes the pizza out of the oven, he burns both his hands on the pizza pan.

ACTIVITY 30 (Cont'd) - OUTCOME 40

Divide the class into groups and ask each group to develop skits showing two possible ways of reacting emotionally in each of the hazardous situations presented. Let the class select the skit that demonstrates the most appropriate way of handling the emergency.

ACTIVITY 31 - OUTCOME 40

Materials:
- Chalkboard
- "Wheel of Feelings" poster (Teaching Materials Section, p. 96)



Create and show students a "Wheel of Feelings" poster. Point out each word on the wheel. Ask students questions about each term such as the following: "What does the feeling mean?" "What situations make you feel this way?" "How do you behave when you feel this way?" Ask students to describe how people show each feeling through verbal and nonverbal means (examples: facial expressions, body movements, and tone of voice). Ask students to identify feelings they have had in different situations.

Read the following situation to the entire class.

> Your mom promised you and your younger brother weeks ago that she would take you to the amusement park. Today she says that when everyone gets up, dresses, packs the car with picnic supplies and snacks, you will be off! When Mom tries to start the car, however, it makes weird noises and then "conks out." She tries a few more times and then goes back inside to call the garage. A man from the garage comes to look at the car and says he can have it fixed by early afternoon. We are glad the car can be repaired, but Mom says there is no way we can still get to the amusement park today. We will have to wait at least three more weeks before we can take the trip.

ACTIVITY 31 (Cont'd) - OUTCOME 40

Write the following questions on the chalkboard and call on various students to answer them aloud.

1. How would this situation make you feel?
   (This situation may cause more than one feeling.)

   _____

   _____

2. How would you let others know how you feel?

   _____

   _____

3. What are unacceptable ways to express feelings in this situation?

   _____

   _____

4. What are acceptable ways to express feelings in this situation?

   _____

   _____

If time allows, the teacher or student may make up similar situations to practice appropriate methods of sharing feelings.

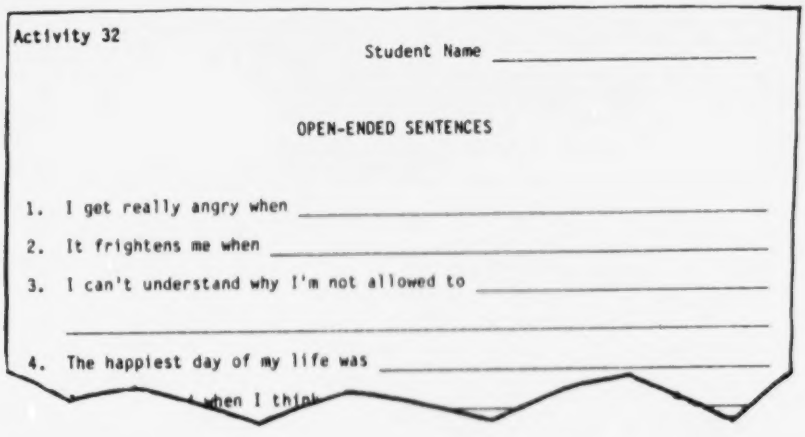
HEALTH - 5
ENHANCING MY LIFE

TOPIC: INTERPERSONAL RELATIONS

OUTCOME: 37. Analyze various types of emotions (anger, happiness, worry, love, hate, sorrow, jealousy, etc.), their possible causes, behaviors that might result from each, and the overall effect of emotions and behavior on personality.

ACTIVITY 32 - OUTCOME 37

Materials: • "Open-Ended Sentences" handout (Teaching Materials Section, p. 97)



Activity 32

Student Name _____

OPEN-ENDED SENTENCES

1. I get really angry when _____
2. It frightens me when _____
3. I can't understand why I'm not allowed to _____
   _____
4. The happiest day of my life was _____
   when I think

Explain to students what emotions are and give them some examples of emotional reactions. List types of emotions on the chalkboard. Have each student take a sheet of paper and divide it into three columns as illustrated below.

EMOTION	WHAT HAPPENED TO CAUSE IT?	WHAT DID I DO ABOUT IT?

Ask students to use the chart to record their feelings over three or four days. Results can either be shared in small groups or with another individual.

ACTIVITY 32 (Cont'd) - OUTCOME 37

Ask students to give their own definitions or descriptions of "personality." Explain how emotions and behaviors affect personality. Let students give examples of how two people with different personalities will often behave differently after experiencing the same event and the same emotion. Ask students to explain why this might happen.

Remind students that emotional reactions are caused by some event or experience. Reassure them that their feelings are acceptable even though they may be different from other people's feelings.

Distribute the "Open-Ended Sentences" handout to the students. Go over the first sentence as an example. Emphasize to the class that there are no "right" or "wrong" answers. Students will give personal reactions in completing the sentence stems.

After students have completed the exercise, they may volunteer to share their sentences.

HEALTH - 5
ENHANCING MY LIFE

TOPIC: INTERPERSONAL RELATIONS

OUTCOMES: 21. Determine when and from whom to seek help in understanding feelings.

41. Review situations that require assistance in order to deal effectively with feelings, and discuss the characteristics of persons able to offer help in those situations (parents, clergy, guardians, counselors, social workers, teachers, principals, coaches, and psychologists).

ACTIVITY 33 - OUTCOMES 21 and 41

Materials:
- Lined chart paper
- Chalkboard
- Markers
- "Format for Interview" handout (Teaching Materials Section, p. 98)

Activity 33

FORMAT FOR INTERVIEW

Date: _____

Interviewer: _____

Person Interviewed: _____

Type Job Person Has: _____

Problem Situation: _____

Feelings Caused by Problem Situation: _____

QUESTIONS FOR INTERVIEW:

1. Have you ever given people advice when they have come to you for help in dealing effectively with feelings caused by a problem situation?

_____

2. About how many times per month are you approached for help with dealing with feelings? _____

3. Have you ever given advice to someone in the following situations:

Divorce _____

Death of someone close _____

Physical abuse _____

When people won't be friends with you _____

When you try hard at something and fail or lose _____

to what is

ACTIVITY 33 (Cont'd) - OUTCOMES 21 and 41

Discuss with students how certain situations can cause very strong emotional responses. In those instances, it is sometimes necessary to get assistance in order to deal effectively with strong feelings. Ask students to name situations that might cause feelings that are difficult to handle. List those situations on the board. The list could include situations such as the following:

1. divorce
2. death of someone close
3. physical abuse
4. rejection by friends
5. failure after trying to succeed
6. pressure from friends to do what is wrong

Divide the class into small groups and give each group a situation from the ones listed on the board. Have each group select the person they think would be most appropriate to offer help in dealing with the assigned situation (examples: parent, counselor, social worker, teacher, principal, clergy, psychologist). Students may interview individuals that match the type of person selected by one group as appropriate to ask for help. On the interview format sheet, the group will record the advice the person gives on the assigned problem.

Have each group develop a chart listing the problem, the person offering the assistance, the advice given for dealing with the situation, and the reason that particular person was chosen. Have a representative from each group present the chart to the class.

HEALTH - 5
ENHANCING MY LIFE

TOPIC: INTERPERSONAL RELATIONS

OUTCOMES: 21. Determine when and from whom to seek help in understanding feelings.

23. Discuss conditions that necessitate reporting of abuse (physical and emotional) to responsible adults.

ACTIVITY 34 - OUTCOMES 21 and 23

NOTE: The following information is provided for the teacher.

> Congress has defined child abuse as the "physical or mental injury, sexual abuse, negligent treatment, or mistreatment of a child under the age of 18 by a person who is responsible for the child's welfare under circumstances which indicate the child's health or welfare is harmed or threatened" (U. S. Department of Health, Education, and Welfare, 1975, p. 1).

Ask students to define "abuse," both physical and emotional, in their own words. If they have difficulty defining the two terms, assist them by defining "physical abuse" as a non-accidental physical injury to a child by harsh punishment, cruelty, or even torture. Explain "emotional abuse" as a situation in which a child continually is ignored, isolated, shouted at, shamed, ridiculed, and/or teased.

Next, define the word "discipline" as punishment that is intended to correct or train. Ask students to determine the difference between abuse and discipline. Then lead a class discussion about those differences.

One by one, read the following situations to students. After each situation is presented, ask students to respond to the four discussion questions that follow the situations.

Situation 1.

> Johnny's mother makes him stay home from his best friend's birthday party on Saturday because he did not get a good conduct grade for the week at school.

Situation 2.

> Bill sometimes forgets to finish his chores. Yesterday he didn't make his bed, so his father slapped him in the face and left a bruise. Today Bill forgot to take out the garbage before his father got home, so Bill's father whipped him with a belt with a big cowboy buckle on it until Bill's legs bled.

ACTIVITY 34 (Cont'd) - OUTCOMES 21 and 23

Situation 3.

Susie's mother gets upset because Susie makes a low grade on her mathematics test. Her mother makes Susie practice her math facts for 30 minutes every day until she improves her grade.

Situation 4.

Cindy, a second grader, comes home immediately after school and is at home alone until her mother gets home from work at 6:00 p.m. Cindy is not allowed to leave the house or to use the telephone until her mother gets home. If she does use the telephone or walk outside, Cindy's mother locks her in her room every day for a week.

1. Is this an example of abuse or discipline? If abuse, is it physical or emotional abuse? Why or why not?

2. Do you think a responsible adult should be informed about this situation? Why or why not?

3. With whom could a child talk about understanding his/her feelings in a situation like this? Whom could he ask for help? Give examples.

4. Can you think of other situations that might need to be reported? Give examples.

HEALTH - 5
ENHANCING MY LIFE

TOPIC: INTERPERSONAL RELATIONS

OUTCOME: 16. Give examples of proper and improper behavior during sports, work, or play.

ACTIVITY 35 - OUTCOME 16

Materials:
- Chalkboard or chart
- Poster board strips

Explain to students that having successful relationships with others depends greatly on how a person behaves. Certain behaviors make it easier for people to like one another and to be friends, while other behaviors can drive people away. Ask students what it means to be a "good sport" and list their responses on the chalkboard. Ask students if there is any difference in being a good sport during work and during play. Ask them to describe how a certain behavior can either enhance or adversely affect their relationships with friends.

Describe the following situation and have the class decide if the situation shows good sportsmanship or not.

> "Johnny's team loses the baseball game. Several of his team members start a fight with the winning team."

Ask students to suggest different ways this situation could be handled to depict good sportsmanship. Write all student suggestions on the chalkboard. Explain that there may be more than one way to adjust the situation and still illustrate proper behavior.

Divide the class into groups of four or five students each. Assign each group a situation that has been written on a poster board strip. Have each group determine if good or bad sportsmanship is depicted in the situation. Ask each group to rewrite the situations that show poor sportsmanship to make them depict proper behavior. Have groups suggest more than one way to alter the situations.

1. Joe had recently moved to Highsprings. He was excited about being accepted as a basketball team member, as was his new friend Mike. Near the end of the game, the coach let Joe play. Joe was so excited that he dropped the ball, and the other team recovered it to make a score. Joe later made another error, and Highsprings lost the game. Mike blamed Joe for losing the game.

ACTIVITY 35 (Cont'd) - OUTCOME 16

2. Susan practiced very hard for the cheerleading tryouts. She was not selected. Susan feels she was not selected because Mary, the head cheerleader, does not like her.

3. Jack has a new bat and softball. He asks some of his friends to meet in the park after school to play ball. Joe wants to be the pitcher in the game; however, his friends want Mark to pitch because he is better. Joe becomes angry, takes his bat and ball, and leaves the park.

4. Katie borrowed her friend's new book. The book got wet in the rain and ruined. Katie told her friend that she lost the book.

5. Some children in Jane's class wrote an ugly note about her friend. Jane showed the note to her friend and now Jane's friend won't speak to her.

6. Linda, Gary, and Ann are asked to make a poster for a safety campaign. Before they meet to plan the poster, Linda and Gary are surprised to see the poster has already been completed. When they ask Ann about it, she tells them that meetings take too long so she did the poster herself to save time and because she was appointed chairman of the group.

Ask each group to report its best change in situation to the class and explain why that change reflects the most responsible behavior.

HEALTH - 5
ENHANCING MY LIFE

TOPIC: INTERPERSONAL RELATIONS

OUTCOME: 35. Generate examples of proper behavior (etiquette and sportsmanship) both in and out of school.

ACTIVITY 36 - OUTCOME 35

Materials:
- Chalkboard
- 4" X 6" index cards with situations written on them

Write the word "etiquette" on the chalkboard. Explain to students that etiquette is a code of behavior based on the idea that consideration for one another will help people get along. Many of the things we call good manners are really signs of respect for others. Ask students to suggest some practices that show respect and consideration for others. List their suggestions on the chalkboard. Some possible responses may be saying "please," "thank you," and "excuse me;" or rising when an older person comes into the room; or using the titles "Mr.," "Mrs.," and "Miss" for adults; or waiting one's turn.

Read aloud the following situation that depicts poor etiquette. Have the students offer suggestions about how to change the situation into one that depicts proper etiquette.

> "Kim has wanted a new bike for a long time, but her parents cannot afford to buy one. She is disappointed. One day, Kim's friend gets a new bike and rides over to Kim's house. Kim ignores the bike."

Have the following situations written on 4" X 6" index cards:

1. David promises his sister to fix her bike after school; but instead, he goes to play with his friends. Now his sister will not speak to him.

2. Mark is a new student at school and most of the classmates think he is snooty. Kenny thinks Mark is just shy and writes a note to Mark explaining why he is ignored. Kenny does not sign his name to the note, so Mark is not certain if it is a joke or not.

3. Mary has been invited to eat dinner at her friend's house. Mary is late arriving at her friend's house. At the table, Mary reaches across the table for food and talks with food in her mouth.

ACTIVITY 36 (Cont'd) - OUTCOME 35

4. Joey is not a good ball player, and he is always the last one to be chosen as a team member for games. Sometimes, the others tease Joey about his poor performance, but the teasing seems to be good natured since Joey is not really disliked.

5. Bob's friends carry big cassette players blasting loud music. Bob knows that playing the cassette loudly disturbs other people in the street. Bob has wanted a cassette player for a long time and has just received one for his birthday. Even though Bob would really like to, he decides not to play his cassette player outside. His friends tease him about his decision, so Bob gives in and copies what his friends are doing.

Divide the class into groups of four or five students each. Explain to students that each situation they will read depicts poor etiquette. Give each a card with one situation. Ask them to change the situation so that it depicts proper etiquette.

HEALTH - 5
ENHANCING MY LIFE

TOPIC: HEALTH CARE CONSUMERISM

OUTCOME: 24. **Distinguish between reliable and questionable sources of health information; describe how family health and community health mutually affect each other; and discuss problems from relying on invalid sources.**

ACTIVITY 37 - OUTCOME 24

Materials:
- Chalkboard
- Poster board
- Markers
- Crayons
- Pictures from magazines
- Glue
- Brochures and health information from local health department and/or agencies

Have students use appropriate materials listed above to make posters depicting reliable sources of health information, such as the following: professionals, Food and Drug Administration, American Medical Association, local health department, and consumer protection agencies. Ask the students to give an example of the health information available from each source and to identify each source.

Next, ask the students to name some questionable sources of health information. Add to this list if necessary. Include "old wives'" tales, fallacies about health and health products, quackery, and misleading or false advertising. Have students identify problems that could result from relying on invalid sources of health information. Write students' ideas on the chalkboard.

ACTIVITY 38 - OUTCOME 24

Divide the class into two groups, family health and community health. Then, divide each group into smaller groups. Ask each small group in family health to select one aspect of family health that contributes to the health of the community. Examples related to family health include cleanliness of home and surroundings, control of litter, assistance to community members who need help, and development of pride in the community. Ask each group in community health to select one aspect of community health that affects the health of the family. Examples related to community health include immunizations against epidemics, prevention of child abuse, prevention of drug abuse, and clean-up campaigns in neighborhoods. Have each group develop an activity that describes an aspect of family or community health. Let each group present its activity to the entire class. Finally, discuss how important it is for family health and community health to work together for healthier individuals, families, and communities.

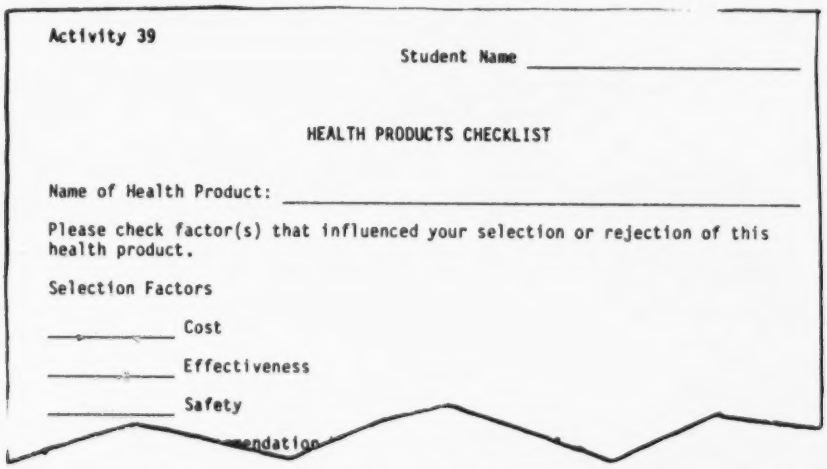
HEALTH - 5
ENHANCING MY LIFE

TOPIC: HEALTH CARE CONSUMERISM

OUTCOME: 25. Identify factors that influence the selection of health products.

ACTIVITY 39 - OUTCOME 25

Materials:
- "Health Products Checklist" handout (Teaching Materials Section, p. 99)
- Chalkboard



Activity 39

Student Name _____

HEALTH PRODUCTS CHECKLIST

Name of Health Product: _____

Please check factor(s) that influenced your selection or rejection of this health product.

Selection Factors

_____ Cost

_____ Effectiveness

_____ Safety

Ask the class to list on the chalkboard factors they believe influence the selection of health products (examples: cost, effectiveness, advertisements).

Distribute three copies of the "Health Products Checklist" to each student. Have the students put the name of a health product on each of the checklists. Ask them to take the checklists home; and with the assistance of their parents, check the factors that influenced the selection or rejection of each of the three health products. (Other factors may be added to the checklists.)

When the students bring the checklists back to class, ask two or three students to compile the results from all the lists and to present the results to the class. Write on the board the three factors that most frequently influence selection of health products. Discuss the importance of knowing why people buy certain health products and the necessity of taking precautions in the selection of health products.

HEALTH - 5
ENHANCING MY LIFE

TOPIC: HEALTH CARE CONSUMERISM

OUTCOME: 26. Identify the different types of health services available and categorize them by cost, services, and location.

ACTIVITY 40 - OUTCOME 26

Materials:
- Classroom learning centers that include health brochures, health items from professionals' offices, and costs and locations of health services
- Chalkboard

List on the chalkboard health services by type, service, and location. Discuss with the students the importance of the health services listed. Compare the cost of a service received at the hospital with the same service received at a public health clinic or a doctor's office.

Divide the students into small groups. Have each group design a learning center. Assist each group as it develops a learning center that gives information about one type of health service.

Listed below are examples of learning centers in which students pretend to offer health services.

Health Services	Examples of "Pretend" Activity
Doctor's Office	Checking the weight and the blood pressure
Emergency Room or Clinic	Setting a broken bone
Local Hospital	Monitoring vital signs (using a television set)
Local Health Clinic	Immunizing for prevention of diseases
Local Fire Department	Serving as paramedics
Alabama Department of Public Health	Providing information: brochures, films

Let groups visit all learning centers and participate in activities.

OUTCOMES - GRADE 5

1. Describe the endocrine and reproductive systems of the body, and explain their interrelationship.

2. Describe the typical changes associated with adolescence and identify the needs that result from these changes.

3. Explain that healthy individuals incorporate personal health habits into the mental, physical, and social aspects of their lives.

4. Explain how aspects of our environment affect our health.

5. Review nutrients and their role in personal health, and discuss the advantages and disadvantages of food supplements as sources of nutrients.

6. Describe the harmful physical, social, and psychological effects of being obese/underweight; determine personal caloric intake requirements; and discuss the impact of caloric content of specific foods as it relates to weight control.

7. Discuss factors that prevent and/or control diseases.

8. Describe the symptoms and the common effects of chronic, infectious, and degenerative diseases; and discuss methods for their prevention and/or control.

9. Categorize everyday activities as being "safe" or "unsafe" with respect to the spread of the AIDS virus.

10. Discuss reasons why AIDS is incurable in the late 1980s.

11. Differentiate among habituation, addiction, and dependency and discuss their effects on human behavior in relation to drug abuse.

12. Give examples of drugs that are classified as stimulants, depressants, and hallucinogens.

13. Identify and discuss harmful physical, legal, personal, social, and economic consequences associated with the abuse of drugs.

14. Describe the hazards of impure water and discuss factors involved in its purification.

15. Demonstrate specific ways in which personal health habits affect one's overall appearance and welfare.

16. Give examples of proper and improper behavior during sports, work, or play.

OUTCOMES - GRADE 5 (Cont'd)

17. Understand what comprises a well-balanced diet; know what is meant by proper caloric intake; discuss disadvantages of selecting high caloric snack foods; and use this information in formulating a balanced diet.

18. Generate guidelines for toothbrush selection and reasons for periodically selecting new ones.

19. Discuss reasons for using certain dental terms correctly when conversing with others.

20. Know different types of dentists (example: orthodontist, endodontist, pedodontist, and oral surgeon); know the basic type of dental work performed by each specialist; and discuss benefits of receiving care from a dental specialist.

21. Determine when and from whom to seek help in understanding feelings.

22. Understand that laws and rules to govern behavior are necessary for the common good.

23. Discuss conditions that necessitate reporting of abuse (physical and emotional) to responsible adults.

24. Distinguish between reliable and questionable sources of health information; describe how family health and community health mutually affect each other; and discuss problems from relying on invalid sources.

25. Identify factors that influence the selection of health products.

26. Identify the different types of health services available and categorize them by cost, services, and location.

27. Enumerate procedures for preventing the spread of the AIDS virus through injuries involving the potential exchange of blood.

28. Identify factors leading to drug abuse.

29. Analyze the impact of drug sales on the individual consumer and/or the economy of the country.

30. Define AIDS as a condition that reduces the body's ability to fight disease; explain that AIDS is not transmitted by air, water, or food.

31. Contrast time-tested health practices with fads (fad diets and exercise fads) and relate specific health problems that could result.

32. Analyze environmental and aesthetic factors that affect individual and community health and discuss individual's and communities' responsibilities in maintaining community health.

OUTCOMES - GRADE 5 (Cont'd)

33. Discuss steps to be taken in cases of drinking and/or swallowing poisonous materials.

34. Discuss causes, prevention, and treatment for various injuries.

35. Generate examples of proper behavior (etiquette and sportsmanship) both in and out of school.

36. Incorporate the selection of proper nutritional caloric intake into a personal diet.

37. Analyze various types of emotions (anger, happiness, worry, love, hate, sorrow, jealousy, etc.), their possible causes, behaviors that might result from each, and the overall effect of emotions and behavior on personality.

38. Relate ways in which stress affects decision-making capabilities and discuss the potential consequences of decisions made under stress.

39. Demonstrate the ability to utilize a decision-making strategy in specific situations.

40. Evaluate ways of expressing emotions; determine whether they are acceptable or unacceptable; and demonstrate appropriate ways of sharing feelings with others.

41. Review situations that require assistance in order to deal effectively with feelings, and discuss the characteristics of persons able to offer help in those situations (parents, clergy, guardians, counselors, social workers, teachers, principals, coaches, and psychologists).

42. Demonstrate behaviors that indicate a willingness to abide by the law and to behave in an acceptable manner.

43. Evaluate specific procedures suggested for coping with changes (physical, mental, and social) that occur during adolescence.

44. Analyze the social and economic ramifications for people who abuse drugs.

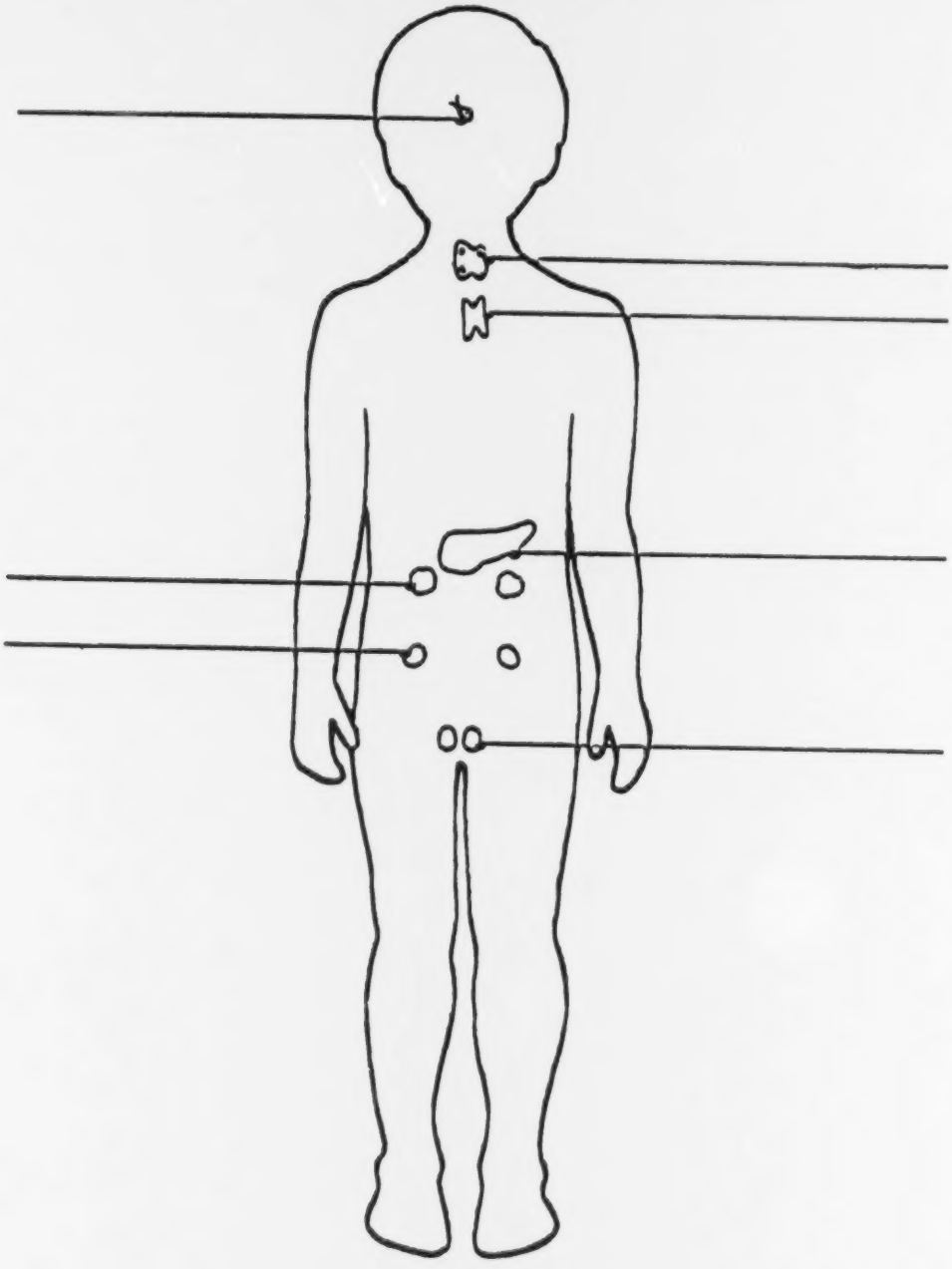
GRADE 5

TEACHING MATERIALS SECTION

Activity 1
Page 1

Student Name _____

THE ENDOCRINE AND REPRODUCTIVE GLANDS



Pituitary

Thyroid

Thymus

Adrenal

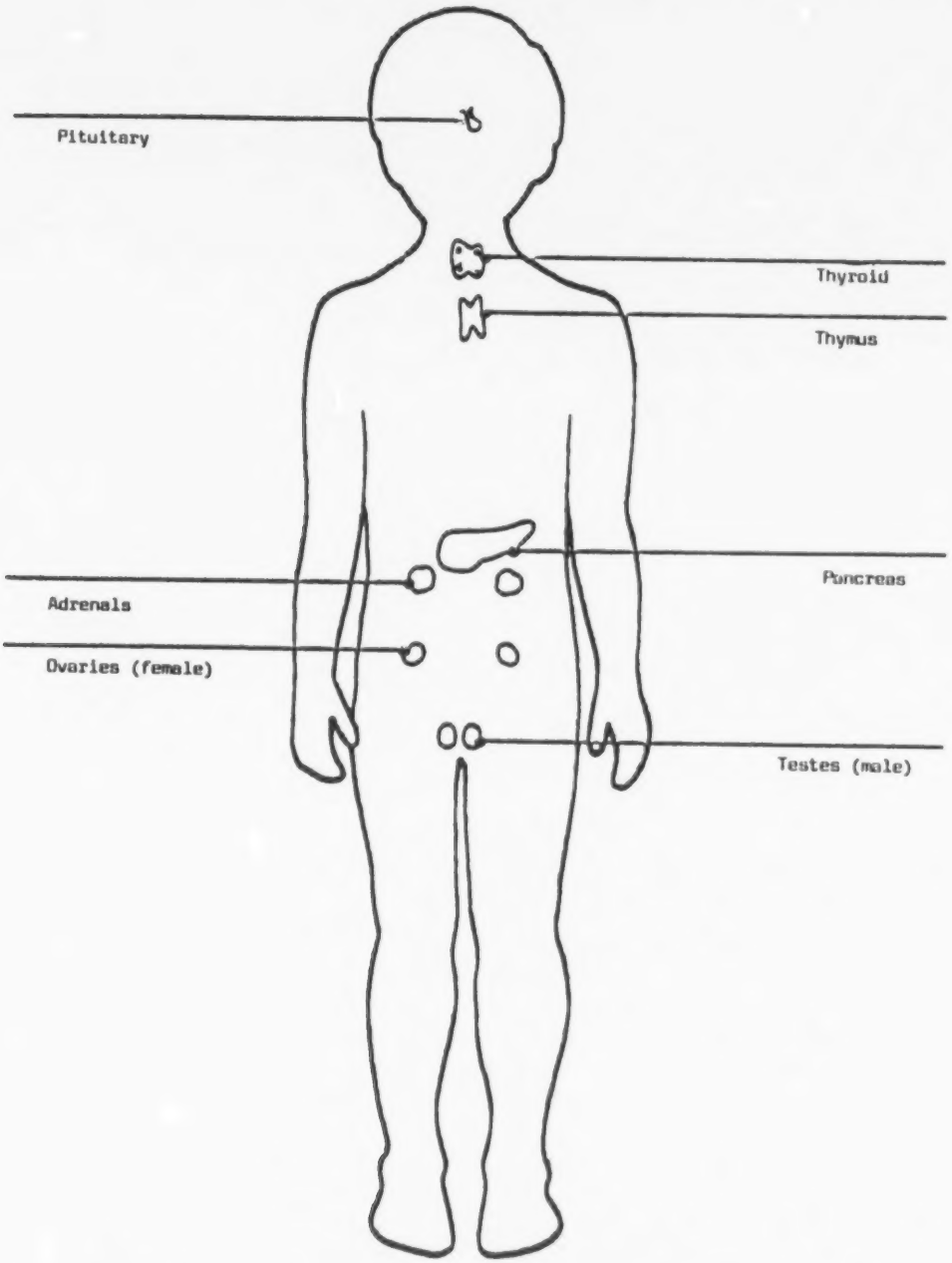
Pancreas

Testes

Ovaries

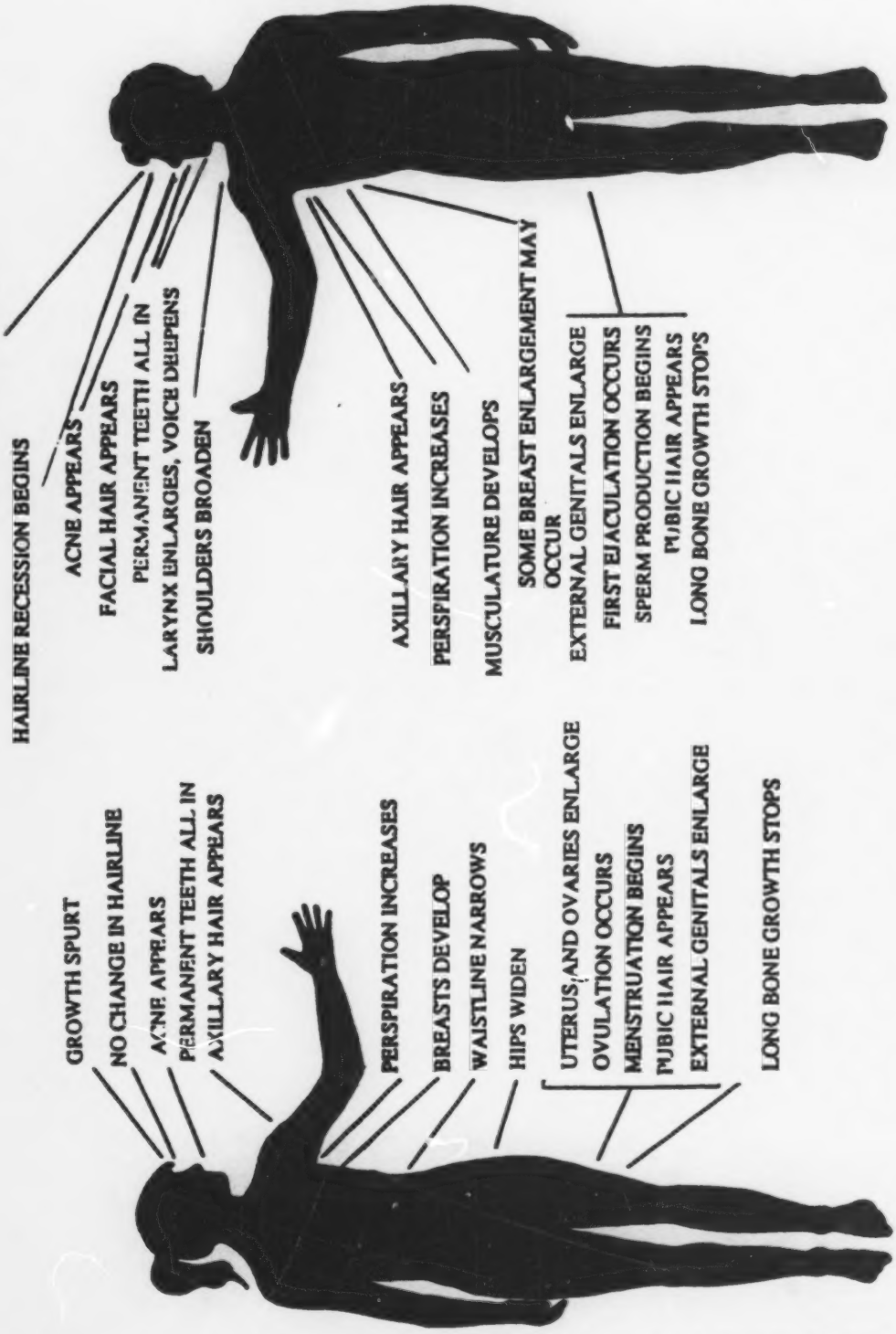
Activity 1

THE ENDOCRINE AND REPRODUCTIVE GLANDS KEY



Teacher Reference

PHYSICAL CHANGES OF PUBERTY



Taken from Michigan Model for Comprehensive School Health Education, Grade 5

Activity 2 Student Name _____

CHANGES IN PUBERTY

DIRECTIONS: In the first column to the left of the CHANGES column, write "yes" or "no" to show whether or not this is a change that takes place in puberty.

In the column next to that write "P" if the change is physical, "M" if the change is mental, or "S" if the change is social.

In the right-hand column, write who has this change "boys" and/or "girls."

NOTE: If the first column has a "no," the other columns beside that CHANGE will be blank.

P, M, S	YES or NO	CHANGES	BOYS and/or GIRLS
_____	_____	1. Growth spurt happens	_____
_____	_____	2. Hormones bring about body changes	_____
_____	_____	3. Hair gets oily	_____
_____	_____	4. Feet grow unusually fast	_____
_____	_____	5. Voices get higher	_____
_____	_____	6. Growth of body hair begins	_____
_____	_____	7. Breasts develop	_____
_____	_____	8. Sweat glands are no longer active	_____
_____	_____	9. Shoulders widen	_____
_____	_____	10. The reproductive organs begin to function	_____
_____	_____	11. Nocturnal emissions are common	_____
_____	_____	12. Menstruation begins	_____
_____	_____	13. Get bothered when adults tell what to do	_____
_____	_____	14. Changes in mood take place more often	_____
_____	_____	15. Less interested in opposite sex	_____
_____	_____	16. Interests and friendships change	_____
_____	_____	17. Want to make more decisions by self	_____
_____	_____	18. Growth slows down	_____

Originally from Family Life Education: Resources for the Elementary Classroom, Grades 4, 5, 6, DeSpelder & Strickland, Santa Crus, CA, Network Publications.

Used with permission from Michigan Model for Comprehensive School Health Education; Grade 5.

Activity 2

CHANGES IN PUBERTY KEY

DIRECTIONS: In the first column to the left of the CHANGES column, write "yes" or "no" to show whether or not this is a change that takes place in puberty.

In the column next to that write "P" if the change is physical, "M" if the change is mental, or "S" if the change is social.

In the right-hand column, write who has this change "boys" and/or "girls."

NOTE: If the first column has a "no," the other columns beside that CHANGE will be blank.

P, M, S	YES or NO		CHANGES	BOYS and/or GIRLS
P	YES	1.	Growth spurt happens	Boys & Girls
P	YES	2.	Hormones bring about body changes	Boys & Girls
P	YES	3.	Hair gets oily	Boys & Girls
P	YES	4.	Feet grow unusually fast	Boys & Girls
-	NO	5.	Voices get higher	--
P	YES	6.	Growth of body hair begins	Boys & Girls
P	YES	7.	Breasts develop	Girls
-	NO	8.	Sweat glands are no longer active	--
P	YES	9.	Shoulders widen	Boys
P	YES	10.	The reproductive organs begin to function	Boys & Girls
P	YES	11.	Nocturnal emissions are common	Boys
P	YES	12.	Menstruation begins	Girls
M	YES	13.	Get bothered when adults tell what to do	Boys & Girls
M	YES	14.	Changes in mood take place more often	Boys & Girls
-	NO	15.	Less interested in opposite sex	--
S	YES	16.	Interests and friendships change	Boys & Girls
S	YES	17.	Want to make more decisions by self	Boys & Girls
-	NO	18.	Growth slows down	--

Originally from Family Life Education: Resources for the Elementary Classroom, Grades 4, 5, 6, DeSpelder & Strickland, Santa Crus, CA, Network Publications.

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Activity 6

Student Name _____

MY HEALTH PRACTICES

DIRECTIONS: Read all statements and rank them according to how they describe you:
1 - rarely or never
2 - occasionally
3 - fairly often
4 - usually or always

1. I cover my mouth when coughing or sneezing. _____
2. I help with jobs at home. _____
3. I share my comb or hat with others. _____
4. I follow pedestrian safety rules. _____
5. I wear clothing that is right for the weather. _____
6. I feel rested, not tired, in the morning. _____
7. I cut and clean my nails regularly. _____
8. I eat nutritious snacks, such as vegetables and fruits. _____
9. I eat salty and greasy foods. _____
10. I worry a lot. _____
11. I sleep well. _____
12. I ask for help with things that trouble me. _____
13. I share my feelings with others. _____
14. I follow bicycle safety rules. _____
15. I wear seat belts. _____
16. I stay at home when I have a cough, cold, fever or stomachache. _____
17. I follow bus safety rules. _____
18. I eat sugary foods. _____
19. I turn off lights when I leave an empty room. _____
20. I walk or ride a bicycle rather than being driven in a car. _____

Adapted from Michigan Model for Comprehensive School Health Education, Grade 5.

DIETARY GUIDELINES - TEACHER RESOURCE

1. A good diet is based on variety and moderation.

   Variety means eating enough foods from the four major food groups (breads, cereals, and other grain products; fruits and vegetables; meat, poultry, fish, and alternates; and milk, cheese, and yogurt) to provide the nutrients and fiber needed for good health and the calories needed to maintain desirable weight.

   No one food or group of foods provides all of the over forty nutrients in amounts the body needs. To get these nutrients, a variety of foods must be eaten.

   Moderation in eating means not eating too much of foods high in fat (saturated fatty acids and cholesterol), sugars, and sodium. It also means not eating too little of foods containing required nutrients.

   A desirable weight depends on factors such as height, age, sex, frame size, and body shape.

2. Many Americans are overweight because their diets provide more calories than they use.

   Obesity is a risk factor for high blood pressure, heart disease, strokes, adult-onset diabetes, some cancers, and other conditions.

   A diet high in fat (especially saturated fatty acids) increases the chances that some people will develop heart disease and strokes.

3. Many American diets are high in fat, sugars, and sodium, and are low in fiber. Such diets may be risk factors for certain chronic diseases. A risk factor is a condition that may increase the chance that something will happen. For example, there may be a greater risk of having an accident by riding a bike on an expressway than by riding it on a country road; but, that does not mean that an accident will definitely happen on a freeway. Likewise, obesity is a risk factor in acquiring diabetes as an adult (adult-onset diabetes). This means that if persons have been obese much of their lives, they may have a greater chance of developing adult-onset diabetes. But being obese does not mean they will get the disease.

   A high-sugar diet increases the chances that some people will develop tooth decay.

   A high-sodium diet increases the chances that some people will develop high blood pressure.

DIETARY GUIDELINES - TEACHER RESOURCE

Saturated fatty acids are fats found mainly in foods of animal origin. Some vegetable fats, such as coconut and palm oils - used in margarine, shortenings, salad oils, and many processed food mixtures - also contain large amounts of fatty acids.

A low-fiber diet increases the chances that some people will develop certain health conditions involving the colon, such as chronic constipation.

4. A risk factor is a condition that may increase the chance that something will happen.

   For some people, certain diets are risk factors for chronic health conditions such as heart disease, high blood pressure, tooth decay, adult-onset diabetes, osteoporosis, some forms of cancer, and liver disease.

5. Dietary supplements have advantages in some situations (examples: supplements help meet daily requirements of nutrients; vitamin C may assist with fighting colds; and vitamin E can assist with skin care and healing in some situations).

   Dietary supplements have disadvantages (examples: excessive use of supplements may cause cholesterol build-up, colon and digestive problems, tooth decay, and heart disease).

Activity 9

Student Name _____

DIETARY GUIDELINES FOR AMERICANS

Eat a variety of foods.
Maintain desirable weight.
Avoid too much fat, saturated fat, and cholesterol.
Eat foods with adequate starch and fiber.
Avoid too much sugar.
Avoid too much sodium.

1. Eat a variety of foods.

   A varied diet is one with adequate servings from the four major food groups: (a) breads, cereals, and other grain products; (b) fruits and vegetables; (c) meat, poultry, fish, and alternates; and (4) milk, cheese, and yogurt.

2. Maintain desirable weight.

   A desirable weight depends on factors such as height, age, sex, frame size, and body shape.

3. Avoid too much fat, saturated fat, and cholesterol.

   Saturated fatty acids are fats found mainly in foods of animal origin. Some vegetable fats, such as coconut and palm oils--used in margarine, shortenings, salad oils, and many processed food mixtures--also contain large amounts of fatty acids.

   Cholesterol is a fat-like substance found in all animal foods, especially egg yolks and organ meats, such as liver. The body also makes it. Foods of vegetable origin do not contain it.

4. Eat foods with adequate starch and fiber.

   Starch is a complex carbohydrate in cereals, bread, rice, pasta, dry beans, and some vegetables such as potatoes.

   Fiber is parts of plants that cannot be digested, adding bulk to the diet and moving waste through the digestive system.

5. Avoid too much sugar.

   Sugars are common table sugar and other kinds of sugars added to foods. These include brown sugar, syrups, molassses, and corn sweeteners. Sugars also occur naturally in foods such as bananas, raisins, and apples.

6. Avoid too much sodium.

   Sodium is a mineral found in table salt (sodium chloride) and added to many processed foods.

Adapted from Dietary Guidelines and Your Diet: Home Economics Teacher's Guide (Washington, D.C.: U. S. Department of Agriculture, 1988).

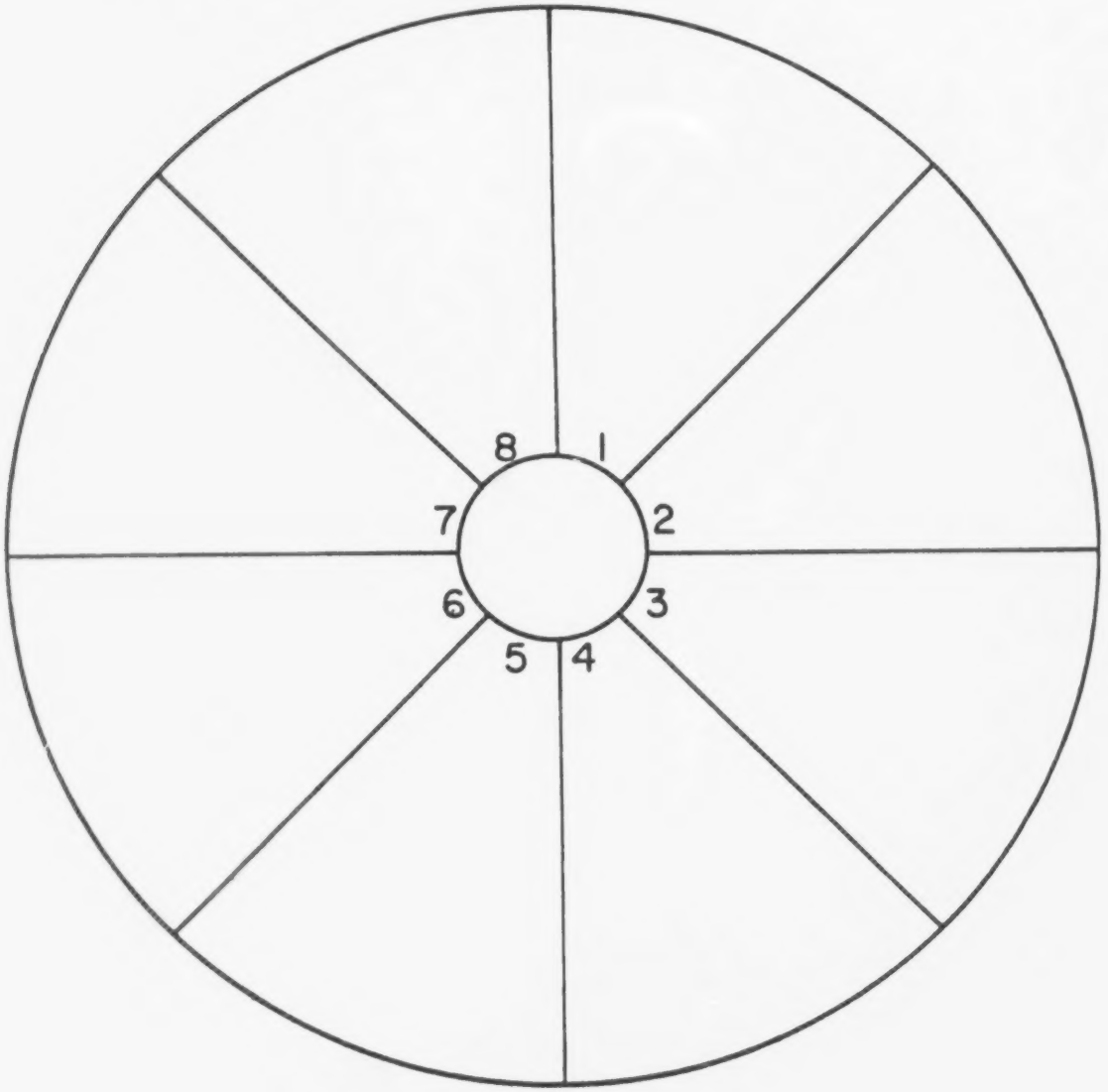
Activity 15

Student Name _____

ENVIRONMENTAL WHEEL

Write or illustrate in the appropriate section ideas about the environmental factor on the following:

1. Positive effect(s) on health
2. Effect(s) of misuse on health
3. Most helpful community measure practiced
4. Least helpful community measure practiced
5. Most helpful family measure practiced
6. Least helpful family measure practiced
7. Most helpful individual measure practiced
8. Least helpful individual measure practiced



Activities 16 & 17

DRUG ABUSE TERMS

ADDICTION: An intoxicating state resulting from regular use of drugs (especially depressants) that creates a mental and physical dependence.

PHYSICAL DEPENDENCE: The demand by the body for a specific chemical substance, which can be seen as withdrawal symptons when the drug is withheld. Dependence usually develops with prolonged use of sedatives, alcohol, barbituates, or heroin.

HABITUATION: A general term used to describe the desire for repeated consumption of a drug. Habituation differs from addiction in that there is no physical dependence, no development of tolerance, and no overwhelming compulsion for the drug.

STIMULANTS: Drugs that stimulate the central nervous system.

DEPRESSANTS: Drugs that depress the central nervous system.

HALLUCINOGENS: Drugs that alter perceptions of reality.

Activity 17

Student Name _____

DRUG CHART

TYPE OF DRUG	DRUG NAME	HAZARDS OF USE
STIMULANTS		
DEPRESSANTS		
HALLUCINOGENS		

DRUG CHART KEY

TYPE OF DRUG	DRUG NAME	HAZARDS OF USE
STIMULANTS	Caffeine	Loss of appetite
	Tobacco	Nasal passage and lung damage Lung, throat, or mouth cancer Emphysema
	Amphetamines	Restlessness, talkativeness, dilated pupils, and insomnia Loss of appetite Death from overdose
	Cocaine	Increased heartbeat, blood pressure, and body temperature Nasal passage damage Paranoia Dilated pupils Hallucinations and convulsions Death from overdose
DEPRESSANTS	Morphine Heroin	Rapid addiction Constricted pupils of the eyes Decreased reflexes Slower pulse Lower blood pressure Itching of skin Decreased respiration Contract AIDS or hepatitis from dirty needles Death due to breathing stoppage
	Codeine	Drowsiness Eyes fail to respond to light Constipation
	Alcohol	Liver damage Judgement limited Reaction time slowed Nausea
	Barbiturates	Poor coordination Slurred speech Drowsiness Unsteady walk Involuntary eye pupil movement Death from overdose

DRUG CHART KEY

TYPE OF DRUG	DRUG NAME	HAZARDS OF USE
HALLUCINOGENS	LSD Mescaline Psilocybin	Loss of rational thinking Dilated pupils Raised or lowered blood pressure Raised or lowered temperature Tremors Hallucination Violent actions
	Marijuana	Disorientation Faster heartbeat Red eyes Puffiness below eyes Yellow coating on tongue Hallucination

Student Name _____

ARE YOU A DRUG-QUIZ WHIZ?

Mark your answers.

1. The most commonly abused drug in the United States is

   _____ marijuana.
   _____ alcohol.
   _____ cocaine.
   _____ heroin.

2. People who are dependent upon heroin keep taking it to

   _____ experience pleasure.
   _____ avoid withdrawal.
   _____ escape reality.
   _____ be accepted among friends.

3. Which of these is not a narcotic?

   _____ Heroin
   _____ Marijuana
   _____ Morphine
   _____ Methadone

4. Which age group has the highest percentage of drug abusers?

   _____ 10-17
   _____ 18-25
   _____ 26-35
   _____ 36-60
   _____ 61 and over

5. Which drug does not cause physical dependence?

   _____ Alcohol
   _____ Morphine
   _____ Peyote
   _____ Sycobarbital
   _____ Codeine

6. Most drug users make their first contact with illicit drugs

   _____ through "pushers."
   _____ through their friends.
   _____ accidentally.
   _____ through the media.

7. What causes the most unpredictable results?

   _____ PCP
   _____ Heroin
   _____ LSD
   _____ Alcohol

8. Which of the following is not a stimulant?

   _____ Amphetamine
   _____ Caffeine
   _____ Methaqualone
   _____ Methamphetamine

9. A majority of inhalant abusers are

   _____ men.
   _____ children.
   _____ women.
   _____ the elderly.

10. Which of the following poses the greatest health hazard to the most people in the United States?

    _____ Cigarettes
    _____ Heroin
    _____ Codeine
    _____ LSD
    _____ Caffeine

11. Which of the following poses the highest immediate risk to users?

    _____ Marijuana
    _____ Nicotine
    _____ LSD
    _____ Inhalants

ARE YOU A DRUG-QUIZ WHIZ?

12. This drug was believed to be nonaddictive when it was developed in the 1800s as a substitute for morphine and codeine.

_____ LSD
_____ Heroin
_____ Horseradish
_____ PCP

13. When does a person become hooked on heroin?

_____ First time use
_____ After four or five times
_____ 20 times or more
_____ Different for each person

14. What sobers a drunk person?

_____ A cold shower
_____ Black coffee
_____ A traffic ticket
_____ Time
_____ Walking

15. Which of the following should never be used with alcohol?

_____ Amphetamines
_____ Sedatives
_____ Cocaine
_____ Cigarettes

16. Medical help for drug problems is available without legal penalties

_____ if the patient is under 21.
_____ under the protection of Federal law.
_____ in certain states.

17. Stopping drug abuse before it starts is called

_____ prevention.
_____ withdrawal.
_____ tolerance.
_____ education.

18. How long does marijuana stay in the body after smoking?

_____ One day
_____ 12 hours
_____ Up to a month
_____ One hour

19. The use of drugs during pregnancy

_____ should be limited to tobacco and alcohol.
_____ may be harmful to the unborn child.
_____ should cease by the 26th week.

20. Marijuana is especially harmful because

_____ it is much stronger.
_____ it affects physical and mental development.
_____ younger children are using it.
_____ None of these.
_____ All of these.

ANSWERS TO DRUG QUIZ

1. ALCOHOL--It is estimated that about ten million people in the United States are dependent on alcohol. About two-thirds of all adults occasionally drink either wine, beer, or some other alcoholic beverage. About half of all junior high school students have tried some type of alcoholic drink.

2. AVOID WITHDRAWAL--When heroin addicts are suddenly deprived of the drug, they develop physical withdrawal symptoms. These symptoms may include shaking, sweating, nausea, runny nose and eyes, muscle spasms, headaches and stomachaches. Sudden withdrawal from certain drugs can be dangerous. For instance, a person who has been using sedatives for a long time should not attempt withdrawal without a physician's assistance.

3. MARIJUANA--Marijuana, an illegal drug, was classified as a narcotic in the past, but it is now classified as a hallucinogen.

4. 18-25--The findings from the 1982 National Survey on Drug Abuse showed that among the three major age groups surveyed (12-17, 18-25, and 26 and over), illicit drug abuse was most prevalent among young adults ages 18-25.

5. PEYOTE--Physical dependence on this class of drugs has not been verified.

6. THROUGH THEIR FRIENDS--The pressure from friends to experiment with drugs can influence many people to try drugs, especially young people. Being accepted by friends is strong pressure; however, showing friends that we care when they feel bad about themselves and their lives and helping them solve problems can prevent them from becoming involved with drugs.

7. PHENCYCLIDINE (PCP)--This illicit drug can produce unpredictable, erratic, and violent behavior in users. These actions can be directed at themselves or at others and, in some cases, have led to serious injuries and death. Drownings, burns, falls from high places, and automobile accidents related to the use of the drug have also been reported. Since the drug is usually manufactured illegally, users cannot be certain of its purity.

8. METHAQUALONE--This is a nonbarbiturate sleep-inducing drug called a "lude" or "sopor" on the street. Abuse can lead to convulsions or coma.

9. CHILDREN--Inhalant abuse is rising among children between the ages of 12 and 17. These substances are found among household products such as aerosol sprays. Use of inexpensive and available aerosol products can cause irregular heartbeats, breathing problems, and sudden death.

ANSWERS TO DRUG QUIZ

10. CIGARETTES--There are over fifty million cigarette smokers in the United States. It is estimated that 300,000 deaths each year are related to tobacco use. Some of the long-term effects of smoking are emphysema, chronic bronchitis, heart disease, and cancer of the lungs, mouth, larynx, and esophagus. Women who smoke during pregnancy run the risk of having babies that are underweight or stillborn, or die as infants. Health risks associated with tobacco are exceptionally high.

11. INHALANTS--These compounds are found among common household products. Sniffing these substances can result in immediate death. Irregular heartbeat and interference with breathing can cause suffocation. This can happen the first time or any time a person uses these substances.

12. HEROIN--In 1898 when heroin was placed on the market, it was not believed to be habit forming; however, in a few more years, researchers found heroin more addictive than morphine or any other narcotic drug. This knowledge made it necessary for the government to pass laws restricting the sale and use of heroin.

13. DIFFERENT FOR EACH PERSON--The time it takes for a person to become dependent on heroin varies; however, repeated use will eventually cause physical dependence. Some people become hooked on heroin after using it a few times. Developing an addiction to any drug varies with the form and potency of the drug, the dosage, the frequency, the pattern of use, and the personality of the user.

14. TIME--There are no shortcuts to sober a drunk person. Once alcohol is in the bloodstream, it takes time for the body to rid itself of the alcohol. This process, called metabolism, takes about two hours for each drink taken.

15. SEDATIVES--Sedatives are also known as tranquilizers and sleeping pills. Most people do not realize that alcohol is a sedative drug. Combining sedatives with alcohol increases their effects. Judgment is impaired, and lapses in memory can occur. In this confused state, users can unintentionally take larger or repeated amounts of these substances. This can result in comas and death. More Americans die from overdoses of barbiturates (another sedative) than from heroin addiction.

16. UNDER THE PROTECTION OF FEDERAL LAW--Under federal law, persons can seek help for drug problems. In most instances federal law requires doctors, psychologists, and drug treatment centers to keep confidential any information received from drug patients if the drug treatment program is federally assisted. It may be necessary, however, for information to be given to other doctors to help in treating patients or to insurance companies to help to provide benefits for patients. This can only be done with the patient's consent.

ANSWERS TO DRUG QUIZ

17. PREVENTION--Children are confronted with drugs and the pressure to use drugs, regardless of where they live. Young people are faced with alcohol and tobacco at a very young age and they should be taught how to say "no" when drugs are offered. The purpose of prevention is to provide young people healthy and attractive alternatives to drug abuse. This involves the whole community and includes helping young people to develop meaningful relationships with parents, teachers, and peers.

18. UP TO A MONTH--The major active ingredient in marijuana is tetrahydrocannabinol (THC). Scientists have discovered that THC accumulates in the fatty tissues of the cells and is eliminated slowly. It takes approximately four weeks for the body to rid itself of THC.

19. MAY BE HARMFUL TO THE UNBORN CHILD--Pregnant women should be extremely careful about taking any drug, even aspirin, without consulting a physician. Research has shown that heavy smoking and drinking can harm the fetus. Babies born of narcotic- and barbiturate-dependent mothers are often born drug dependent and must receive special care.

20. ALL OF THESE--In 1975, samples of marijuana sold on the street rarely exceeded one percent THC (tetrahydrocannabinol) content; today, marijuana samples containing five percent are common. Sinsemilla, a cultivated form of marijuana which is becoming more readily available in this country, may contain as much as seven percent THC. The amount of THC determines the psychoactive potential. More potent marijuana increases the physical and mental effects and the possibility of health problems to the user.

Research shows that marijuana effects can impair thinking, thereby limiting reading comprehension and development of verbal and arithmetic skills. Young people need to learn how to make decisions, to handle success, and to cope with failures without resorting to drug use. Drug abuse can prevent them from growing up to become mature, responsible people.

Studies of teenage marijuana use show that many young people in the 12 to 17 age group started smoking marijuana in junior high school. There is a strong relationship between regular marijuana use and use of other drugs such as hallucinogens, uppers, downers, and heroin. Although this evidence does not prove that using marijuana causes use of other drugs, it suggests that the earlier a person starts to smoke marijuana, and the heavier the use, the more likely it is that the person will use even stronger psychoactive drugs five years later.

U. S. Department of Health and Human Services
Public Health Service
Alcohol Drug Abuse and Mental Health Administration
D.H.H.S. Publication Number (ADM) 84-1082
Revised 1983, Reprinted 1984

Activity 20

Student Name _____

DRUGS AND THE LAW

The following statements are about drugs and laws. Read each question. In the blank to the left of each statement, write "T" if the statement is true and write "F" if the statement is false.

_____ 1. It is against the law for a person under the age 21 to possess or drink alcohol.

_____ 2. Buying drugs on the street is okay.

_____ 3. It is against the law for a store owner or manager to sell cigarettes to a person under the age of 19.

_____ 4. If a person under the age of 18 is caught possessing marijuana, that person could be arrested, taken to the police station, and could be prosecuted.

_____ 5. Only the person whose name is on the bottle should take that prescription drug.

_____ 6. It is legal for a minor to consume alcohol, marijuana, or crack that is purchased by another family member.

_____ 7. It is legal to possess marijuana as long as it is not smoked.

_____ 8. Judges can punish 14- to 18-year-olds as adults if the judge decides that the juvenile punishment will not benefit the youthful offenders.

_____ 9. Young persons can be taken to juvenile detention centers and fined up to $250.00 for being under the influence of alcohol in a public place and endangering themselves or other persons.

Activity 20

ANSWER KEY FOR

DRUGS AND THE LAW

1. True
2. False
3. True
4. True
5. True
6. False
7. False
8. True
9. True

STEPS IN DECISION MAKING

Step 1: What is the problem?

Step 2: What are the important facts?

Step 3: What are the possible actions?

Step 4: What are the consequences of each action?

Step 5: What are the responsible actions?

Activity 23

AGENCY ADDRESSES

American Heart Association
748 Adams Avenue
Montgomery, AL 36104
(Use the same address for
hypertension information)

American Cancer Society
3617 Debby Drive
Montgomery, AL 36111

Muscular Dystrophy Association
11 Oxmoor Road, West
Birmingham, AL 35209

Epilepsy Council of Alabama, Inc.
920-18th Street
Birmingham, AL 35203

American Red Cross
364 Ripley Street
Montgomery, AL 36104

Activity 24

Student Name _____

DISEASES

PREVENTION AND CONTROL MEASURES

Directions: Match the prevention or control measures in Column B with each item in Column A. Fill in each blank in Column A with the letter(s) of the answer you choose from Column B. Two prevention or control measures in Column B may apply to some items in Column A.

COLUMN A	COLUMN B
_____ travels through the body and fights germs	
_____ mumps	a. skin
_____ disinfectant	
_____ whooping cough	
_____ made from extracted disease germ	
_____ rubella	b. blood factors
_____ protects one from injury	
_____ pharmacist	
_____ antibiotics	
_____ sticky fluid in nose	c. antibodies
_____ measles	
_____ prescription	
_____ isolation	
_____ boiling water	d. mucus
_____ tetanus	
_____ helps keep out germs	
_____ white blood cells fight germs and disease	e. drugs
_____ polio	
_____ decontaminate	
_____ separation	
_____ causes the body to generate antibodies to neutralize a disease	f. vaccines
_____ soap and water	
_____ sticky fluid in throat	
_____ helps rid body waste	g. quarantine
_____ body continually makes to keep one immune	
_____ stays in body after disease is gone to prevent relapse	h. sterilization methods
_____ diphtheria	
_____ helps control body temperature	

Activity 24

TEACHER ANSWER KEY

DISEASES

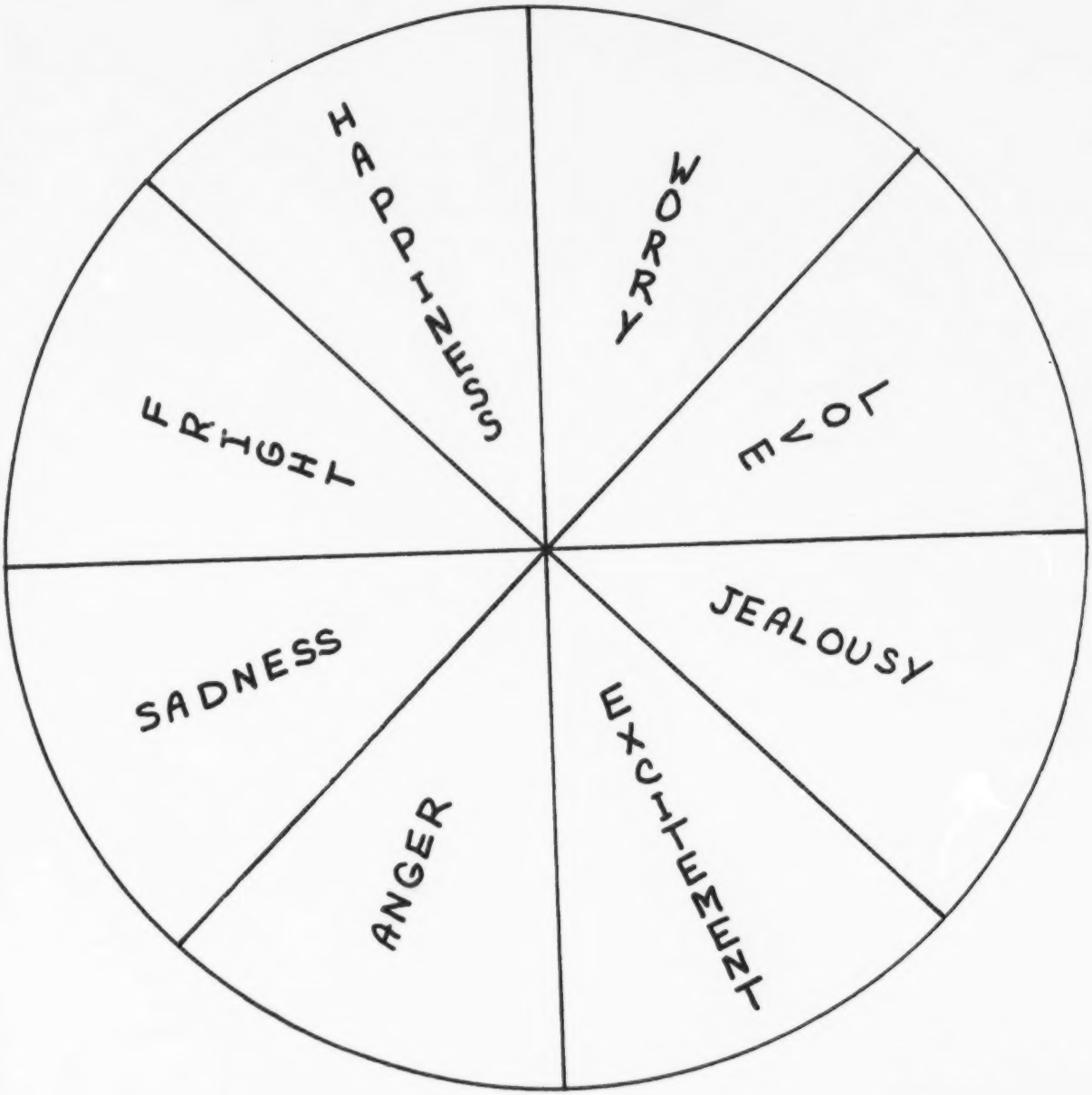
PREVENTION AND CONTROL MEASURES

Directions: Match the prevention or control measures in Column B with each item in Column A. Fill in each blank in Column A with the letter(s) of the answer you choose from Column B. Two prevention or control measures in Column B may apply to some items in Column A.

COLUMN A		COLUMN B
c	travels through the body and fights germs	
g or f	mumps	a. skin
h	disinfectant	
g or f	whooping cough	
f	made from extracted disease germ	
g or f	rubella	b. blood factors
a	protects one from injury	
e	pharmacist	
e	antibiotics	
d	sticky fluid in nose	c. antibodies
g or f	measles	
e	prescription	
g	isolation	
h	boiling water	d. mucus
f	tetanus	
a	helps keep out germs	
b	white blood cells fight germs and disease	e. drugs
f	polio	
h	decontaminate	
g	separation	
f	causes the body to generate antibodies to neutralize a disease	f. vaccines
h	soap and water	
d	sticky fluid in throat	
a	helps rid body waste	g. quarantine
c	body continually makes to keep one immune	
c	stays in body after disease is gone to prevent relapse	h. sterilization methods
f	diphtheria	
a	helps control body temperature	

Activity 31

WHEEL OF FEELINGS



Activity 32

Student Name _____

OPEN-ENDED SENTENCES

1. I get really angry when _____
2. It frightens me when _____
3. I can't understand why I'm not allowed to _____

   _____
4. The happiest day of my life was _____
5. I get worried when I think about _____
6. I really love to _____
7. The person I admire most _____
8. It makes me sad to think about _____
9. I don't like for people to _____
10. I feel jealous when _____
11. If I could change anything at all, I would _____

    _____
12. I get so bored when _____
13. I don't think I should have to _____
14. I wish people would stop _____
15. It makes me nervous when _____
16. I would be very excited if _____
17. What really depresses me is _____
18. I often lose my temper when _____
19. I am satisfied with myself when _____
20. I can never stay calm when _____

Activity 33

FORMAT FOR INTERVIEW

Date: _____

Interviewer: _____

Person Interviewed: _____

Type Job Person Has: _____

Problem Situation: _____

Feelings Caused by Problem Situation: _____

QUESTIONS FOR INTERVIEW:

1. Have you ever given people advice when they have come to you for help in dealing effectively with feelings caused by a problem situation?

   _____

2. About how many times per month are you approached for help with dealing with feelings? _____

3. Have you ever given advice to someone in the following situations?

   Divorce _____

   Death of someone close _____

   Physical abuse _____

   When people won't be friends with you _____

   When you try hard at something and fail or lose _____

   When you want to do what is right, but friends want you to do what is wrong _____

4. Why do you think people come to you for help? _____

   _____

5. What would your advice be for the above problem situation? _____

   _____

   _____

   _____

   _____

Activity 39

Student Name _____

HEALTH PRODUCTS CHECKLIST

Name of Health Product: _____

Please check factor(s) that influenced your selection or rejection of this health product.

Selection Factors

_____ Cost

_____ Effectiveness

_____ Safety

_____ Recommendation by a health professional

_____ Effective Advertising

Rejection Factors (Precautions)

_____ Side effects of taking the product

_____ Expiration date passed

_____ High-pressure advertising

_____ Refusal because the product was recommended by someone other than a health professional

_____ Refusal because the product was purchased for other persons and/or other health problems